

## Perspectives on Hidden Curriculum: Manifestation and Effect on Students' Learning in History Courses in Wolaytasodo University

**Alebachew Worku Bahru<sup>1</sup>; Yilfashewa Seyoum<sup>2</sup>; Garkebo Basha<sup>3</sup>; Derebssa Dufera<sup>4</sup>**

<sup>1,2,3</sup>Haramaya University, College of Education and Behavioral Science

<sup>4</sup>Addis Ababa University, College of Education and Behavioral Science

**Abstract:** This paper studies how instructors and students view the manifestations of the social dimension of the hidden curriculum and its effects on student learning in history courses. A qualitative single-case design was employed. The study's respondents were second and third year history students, as well as instructors who teach history courses. Fourteen leader students for 1-5 groups and six instructors who teach history courses were considered through purposive sampling. The data was collected through an in-depth interview and observation. The data was analyzed with narration and thematic description. The findings of this study reveal the fact that instructors and students consciously perceive the social dimension of hidden curriculum such as different teaching methods, social interaction (student-student interaction and instructor-student interaction), and assessment as an important and persuasive part of classroom learning. However, instructors unconsciously strived to make hidden curriculum explicit to the students via their practical teaching methods, social interaction, and assessment techniques, and thereby confused with the contribution of hidden curriculum to students' learning. As a result, it is essential to give induction training to instructors to take advantage of the hidden curriculum to foster student learning.

**Keywords:** Hidden curriculum, History courses, Manifestation, perspectives, students' learning.

### 1. Introduction

#### 1.1 Background of the Study

The curriculum is one of the essential tools and elements for achieving educational goals and missions. Thus, it tries to transfer different types of knowledge and skills to learners through designing and developing a specific curriculum to prepare them to take on their roles and responsibilities in life (Parhizgar and Fathi, 2018). Educators have addressed the different types of curricula in school. According to Eisner, all schools should teach three types of curricula: the implicit, unofficial, or hidden curriculum, the null curriculum, and the explicit or official curriculum (MohammadiMehr and Fathi, 2016).

Philip Jackson invented the phrase "hidden curriculum" in 1968 to describe aspects of classroom life that emerge through social ties and interactions in schools (Cotton et al., 2013; Ebadi, 2013). The concept of a hidden curriculum gives the idea that schools do more than just transmit knowledge (Glatthorn et.al, 2019)

Hidden curriculum is defined as everything carried out by the teacher and the learner that is not planned or required by the official curriculum in a classroom (Peng, 2015). According to Snyder (1971), hidden

curriculum is what actually happens at classroom and institutional levels, rather than what policymakers or curriculum designer say they want to happen, (Ressa et al., 2021).

Hedge (2000, cited in Peng, 2015 ) defines the hidden curriculum as the learning, which goes on in covert ways beneath the surface of what the teacher sets out to teach. It encompasses the shaping of learners' perceptions about learning, their own role in it, and the nature of the subject they are studying, their teachers and so on, and their attitudes towards all of these. Farrel and Jacobs (2010) simply regard the hidden curriculum as "the knowledge, values, and beliefs that schools present to student". The hidden curriculum refers to a concept that has evolved as educators have come to understand and recognize that there is a great difference between what taught and what is really learned. Accordingly, the hidden curriculum can be defined as that which creates the difference (Rajput et.al, 2017).

The hidden curriculum is inarguably a very important aspect of education and plays a very critical role in the development of the learner but it is not explicitly capture in the statement of educational goals or objectives and are not taught effectively in the classroom ( Fenyi, &Sapaty, 2022). In education, the hidden curriculum can affect the extent to which students comprehend the lessons taught in the classroom, how they relate with other students, and how they express themselves (Moyses & Porter, 2015). It also helps them understand teachers' instructions and enables them effectively work in groups. Hidden curriculum in every school may have different side effects on students ( Kian, Ehsangar, &Izanloo, 2020) The official curriculum also referred to as the documented or overt curriculum, is generally the pre-planned, intentional and well-documented, explicit and often measurable goals and guidelines for education (Kian et.al,2020).

On contrary, Rahayu (2020) asserts that the hidden or unofficial curriculum, also referred to as the hidden, covert or 'collateral' curriculum, is the unplanned, unintended, unconscious and/or undocumented educational process and activities. Yahya (2013 cited in Fenyi, &Sapaty, 2022)adds that the hidden curriculum is not formulated programmatically and unstudied, yet its existence and implementation have an impact on learning outcomes. Again, even though the government or the educational institution does not plan the hidden curriculum, it has some remarkable influence on learning outcomes. Usually, the hidden curriculum encompasses all other issues emanating from the classroom, aside from what explicitly stated in the core curriculum. Such other issues include the tools and teaching methods used, social interaction , assessment techniques an instructor employ to assess students learning progress, techniques or strategies a teacher employs to enhance learners' knowledge and the teacher's behavior, attitudes, manners, opinions, philosophies and beliefs exhibit in the teaching and learning process to stimulate critical thinking in learners. Mei (2015) argues that the hidden curriculum is the distinguishing reality of what teachers believe they do in the classroom and what they do. Ruff (2013) emphasizes that the hidden curriculum, in varying degrees, experienced in every teaching and learning environment where, depending on how the school is organized, it more felt in some schools or classes than others did. In effect, it is the 'hidden' but 'bold' message in the classroom (Kian et al., 2020).

Even though;most educational programs, courses, and activities are carefully planned, thought-through, and regimentally programmed often in consultation with education and curriculum experts. The fact that the hidden curriculum, which is not planned or drafted by any educational or curriculum expert, is equally as significant as the official curriculum in terms of impacting knowledge ; shaping and molding behaviors; encouraging critical thinking and determining learning outcomes cannot be overemphasized (Mei, 2015).

Most curriculum experts and educators have also compared the effects of the hidden and the explicit curriculum. They have concluded that the effects of the hidden curriculum in terms of education, especially in transferring values and norms, are far more potent than the explicit curriculum ( Saeif and Kianersi ,2011).There is no doubt that hidden curriculum is an important curriculum factor and resource following the

whole process of teaching. It has the irreplaceable function and value of explicit curriculum. (Hongmei, 2018).

The hidden curriculum may have either a positive or a negative impact; in some instances, it reinforces the formal curriculum, and in other cases, it may exert an adverse effect (Bennett et al., 2004). According to Allan et al (2011), the hidden curriculum has a cognitive and behavioral effect that students obtain and build outside what really arranged, i.e. outside the framework of the clear and known curriculum. According to, Amini et.al, (2015), there are different component of hidden curriculum, these have hidden, and unexpected effects, and consequently, they have negative and desirable influences on the behaviors and students' learning.

The Ethiopia Education and Training policy in general has addressed the education system as a whole, with specific deliberations on each level. The values of good citizenship not acquired only from the academic and technical subjects that students study in the classroom, but also from the "hidden curriculum," which transmitted through ideological inputs (MoE, 2019). Good citizenship is the result of the all-around development of an individual or a learner (Sampermans, Reichert &Claes, 2021). Similarly, Ozdemir(2018)clearlystatesthat, for achieving the quality in education system, the important tools are the quality of formal curriculumandhiddencurriculum.However,denying theexistenceofthehiddencurriculum seems just mistaken (Portelli, 2007).Therefore, this study designed to investigate how instructors and students perceive the manifestations of the hidden curriculum and its effects on student learning in a history course at WolaytaSodo University.

## **1.2 Statement of the Problem**

Literature supports the significant impact of the hidden curriculum on all levels of learner's .in education (Mackin et.al. 2019). Winter and Cotton (2012) acknowledged the impact of the "hidden curriculum" on student learning. Several studies do recognize the importance of the hidden curriculum at the higher education level (Orón Semper &Blasco, 2018; Margolis et al., 2001). Moreover;Rahayu (2020) is emphatic that 'the hidden curriculum needs to be discussed' because teachers and students need to be aware and be thoroughly informed about it to be guided in their classroom practices.However, most studies have conducted on the official curriculum, and less research has done on the effects of the hidden curriculum on students' actual learning.

Despite the importance of the hidden curriculum in higher education, only a few scholars have delved into teachers' and students' perspectives on the hidden curriculum in formalized schools (Lea and Griggs, 2005; BooherJennings, 2008). Alikhani and Mehrmohammadi (2005) added that although the concept of hidden curriculum and paying attention to it has played a basic and special role in curriculum studies, it had not studied well.

The effect of hidden curriculum on student learning has not sufficiently recognized in most of the revised curriculums of the world (Gardeshi et al., 2018) and Ethiopia revised her curriculumThe education and training policy of the country designed the importance of the hidden curriculum, (MoE, 2019). However, the revised her curriculum (the new Road Map curriculum document) has not sufficiently recognizedthe manifestation, and effect, of the hidden curriculum, on students learning.

Students and instructors' perspectives are possibly the least discussed element in most previous research in plans for higher education. It is less often that researchers ask students directly about their lived experiences in schools (Reilly-Clark, 2003). The researchers believe that the previous research gave less attention to the perspectives of instructors and students on manifestation and effect of hidden curriculum on students learning.

Therefore, the purpose of this study was to investigate deeply and qualitatively the perspectives of instructors and students on the manifestation and effect of hidden curriculum on student learning in a history course at Wolaita Sodo University.

### 1.3 Research Questions

1. To what extent do instructors and students realize the manifestation of hidden curriculum in history course?
2. How do instructors and students perceive the effects of hidden curriculum on student learning in history course?
3. To what extent do instructors and students implemented hidden curriculum in history course.

## 2. Review of Related Literature

Much has written about the "hidden curriculum," the so-called noncurricular learning that occurs as a by-product of the focus on another subject (Cotton, Winter & Bailey, 2013). The term "hidden curriculum" refers to an amorphous collection of "implicit academic, social, and cultural messages," "unwritten rules and unspoken expectations," and "unofficial norms, behaviors, and values" of the dominant-culture context in which all teaching and learning is situated (Berg, et al., 2017).

The diversity of the explanations indicates that the understanding of the hidden curriculum and study perspectives tends to diversify, making the "hidden curriculum" become an open topic to be further developed (Chapelle, 2009). Furthermore, due to the difficulty of conducting standard and quantitative measurement on hidden curriculum as has been done on manifest curriculum, research on the hidden curriculum is far fewer when compared to the manifest curriculum, and as a result, fewer studies on the hidden curriculum in universities and colleges have been conducted (Hong, 2017).

The definition of "hidden curriculum" varied from different points of view, such as curriculum, knowledge, education, social philosophy, or economics (Allan, Smith, & O'Driscoll, 2011). This phenomenon also reflects different understandings of the hidden curriculum. For example, from an economical viewpoint, the design of the technical institute's hidden curriculum should support the official curriculum, innovated by the initiative of students with the task undertaking spirit (Biesta, 2016). It promotes the students' self-development in future economic activities or gives them higher competitive abilities for the workforce. From an educational perspective, "hidden curriculum" viewed as ways in which cultural values and attitudes such as obedience to authority, punctuality, and delayed gratification are transmitted through the structure of teaching and organization of schools. The concept of "hidden curriculum" has come to refer to the elements of socialization that take place in school but are not part of the formal curricular content (Chi-Cheng, 2004).

Many scholars argue that the so-called "hidden curriculum" often presented as a counterproductive element in education, and many scholars argue that it should be eliminated by being made explicit in education in general and specifically in higher education (Sotomayor et al., 2022). The problem of the hidden curriculum has not solved by the transition from a teacher-centered education to a student-centered education model that takes the student's experience as the starting point of learning. But the hidden curriculum can be made explicit when the teacher recognizes and lives his/her teaching as a personal issue, not merely a technical one, and that the students' experience of the learning process is not merely individual but emerges through their interpersonal relationship with the teacher (Semper and Blasco, 2018).

### **3. Research Design and Methodology**

To answer the research question this study constitutes qualitative research and it applied a single case study design. The design considered appropriate because it helped the researcher to interact with the participants in their natural settings. Moreover, case study design, allows the researcher to understand how the organizational and environmental context (a bounded system) is impacting or influencing social processes. A case study is a story about people, organizations, systems, services, communities, structures, and events that may be unusual, exceptional, or interesting stories (Yin, 2018). By illustrating what happened to bring it about, a case study provides the story behind the effect and can be an excellent way to demonstrate the implementation process or bring attention to a specific problem or difficulty in a project. Cases can be chosen because they are highly efficient, popular, representative, or of particular interest. It can also be a single organization, a person, and an event (Bryman, 2012). This study focuses on hidden curriculum manifestation and its effect on students learning in history courses.

The target population of this study was second year and third year student in history department and instructors who teach history courses for second year and third year students. The researchers selected the sample by using purposeful sampling technique. Therefore, the sample informants in this study were seven (7) group leader students from second year and seven (7) group leader students from third year history department, and six (6) instructors who teach history course for second and third year history students. Therefore, in this study, a sample size of twenty (20) were used.

To seek answers to the research questions, an unstructured interview and observation were used. The interview guide used based on a comprehensive review of the literature. The main questions were “What are the teaching methods that you frequently used to teach students? The probe question was “What are your reasons to use these methods? “What are the assessment techniques that you frequently used to assess students learning? The probe question was “What are your reasons to use these assessment techniques? “What are the test formats that you frequently used to assess students learning? The probe question was “What are your reasons to use these test formats? “Do you have positive interaction with your students? The probe question was “How do you encourage your interaction with your students? “How do you encourage student-student interaction in your class? What are the teaching methods that you frequently used to teach students? An interview, which took approximately 40-45 minutes, conducted on a one-to-one basis. A checklist of items to observe was prepared prior to going to the classroom for observation. The observation form consists of four parts. In the first part, the date of the observation, the observation time, the information about the unit and subject are included. The second part describes the physical structure of the classroom in terms of size, seating arrangements. In the third part involved the social interaction. The fourth part involved the teaching methods used during learning-teaching process. Observations conducted four times, two of which conducted prior to the administration of the interviews, and the two remaining done later.

In this study, the researchers described the results in narrative terms, transcribed recorded interviews, developed categories for the results, and then organized or coded the interview data into those categories. To verify coding, a rich, thick description used to support findings and used to allow readers to make decisions on transferability and establish conclusions separate from the researchers. The data triangulated by combining students' and instructors interview and participant observations.

#### **4. Results and Discussion**

This study investigated the perspectives of instructors and students on manifestation of the hidden curriculum such as teaching methods, social interaction, and assessment techniques and their effects on student learning. For the purpose of proper analysis of the data, the following four thematic areas identified:

##### **4.1 Manifestation of Hidden Curriculum**

With regard to research, question one: To what extent do instructors and students perceive the manifestation of hidden curriculum? One of instructor respondent stated:

My reasons for teaching students by using different teaching methods are to: (1) give sufficient knowledge according to the nature of the course and topic; (2) improve students' knowledge and understanding of the course; and (3) provide options because each topic is not convenient to teach by a single method.

The other instructor expressed that:

My reason for teaching students by using different teaching methods is to consider all students' levels of lesson understanding. Teaching students by using different teaching learning methods recommended scientifically.

Another instructor claimed that

My reason for teaching using different methods is to develop student's critical thinking skills. This means when learners given group tasks, they meet, share ideas, analyses different views and accept strong arguments and ideas to be present to the teacher. While learners go through these activities, their thinking skills are developed since it takes someone who has read widely to advance cogent and stronger arguments that can be accepted by the group

Similarly, a student in an interview reacted:

I believe students become active or passive participants in the classroom discourse based on teaching methods an instructor uses. An instructor who regularly uses lecture method while he teaching will not have the learners actively engage in the teaching and learning process.

If my instructors teach students using group discussion method I became an active participant in the history class and I am able to contribute to classroom discussions without fear or intimidation.

The data generated from interview revealed that the respondents' experiences and understanding on the dimension of hidden curriculum was mixing. The result of the study indicates that different teaching methods promote student participation and engagement in unique ways. Using different teaching methods have make the learners comprehend what the teacher delivers and better teaching method leads to more learning and academic achievement and develops a more positive attitude towards subjects. Therefore, the result of this study implies that the instructors and students becomes more conscious about teaching methods that make the learners comprehend what the instructors delivers. This finding is consistent with (Uonip, 2019; Van Den Beemt et al. 2022).

The interview result also confirmed that almost all history instructors guided by the traditional use of assessment techniques, which have no value for future learning. Instructors asked to describe for what reason do you use assessment techniques.

One instructors stated that:

I used assessment techniques to build the whole mind of the student; improves teaching-learning process, students develop a revising habit and help identify weak students. Moreover, I used it to create awareness among students about their level of understanding or rank against other students, because I believed that creating competitive environment between students is good to improve students learning.

Other instructors also stated that:

I used different assessment techniques it to improve my teaching pace during the lesson. For example, I can easily recognize which of my students understood the lesson better and which did not. I then try to modify my teaching methods accordingly. For instance, if most of the students got low marks on the assessment task, I tried to revise the lesson learnt, decrease the pace of my explanation, repeat important points, give different examples and allow them to ask questions.

Another instructor enunciated that:

My reason for assessing students by using different assessment techniques is that students are good at one assessment technique but not good at other assessment techniques. I can further explain that some students are good at answering multiple-choice questions but not so good at answering easy questions. Therefore, it help students to get high mark.

Some instructors reported that their reason to assessing students learning using multiple choose item questions is it was a quick and reliable tool to assess a wide range of concepts. They believe that this type of assessment is practical because it can easily constructed and answers can be easily corrected based on a defined answer key, leaving no room for subjective evaluation of the answers, which makes it a reliable tool for assessing students' understanding of some selected concepts.

One instructor ascertained that:

For example my reason for assessing students using multiple chose item question is to evaluating students' knowledge, understanding, and conception of factual information and essay item question is to assess the students deep learning or understanding rather than memorization learning and to encourages the students to develop and use their critical thinking capabilities .

Similarly, a student in an interview reacted:

If students assessed using different assessment techniques, it help students to get high mark

The data generated from interview revealed that the respondents' experiences and understanding on the dimension of hidden curriculum was mixing. Some did not realize that students should supported by their instructors with different formative and summative assessment as the important driver and influential part on student learning. Others realized very well and reacted earnestly to resolve the problem of student learning using different teaching and assessment methods. This finding supported in literature (Biesta, 2016, Sotomayor et al, 2022; Abdulsalam, 2008; Leili et al., 2015 and Maliheh and, Mohsen, 2016).

#### **4.2 The Effects of Hidden Curriculum on Student Learning**

With regard to research, question two: How do instructors' and students' perceive the effects of the manifestation of hidden curriculum on student learning in history course in WSU?

One instructor responded:

In my opinion, the positive effects of teaching by using different teaching methods on student learning are: making students hard workers, which in turn makes students able to achieve success; giving students an easy way to get knowledge and understanding of the course; enabling the majority of students to understand the topic or the course.

Another instructor disagree with, the above idea stated that:

Teaching by using different methods is an additional burden on already burdened instructors. It is tiresome. I have my own preferred method of teaching, i.e., the lecture method. I felt that there was no justifiable reason to employ many other teaching methods other than the lecture method. To me, lectures can make a desirable difference and effect on students' learning.

One student agree with the above idea reacted that:

Using different teaching methods in the classroom can put stress on student learning as they blended and enacted on them. Eventually, this may distract students' attention and erode students' self-confidence.

Another manifestation of the hidden curriculum is assessment of student learning. In this regard, one instructor claimed that:

Assessment of student learning through various means may contribute significantly to increasing student scholastic achievement and augmenting motivation. Although the effect of assessing students' learning by using different assessment techniques is immense in minimizing students' failure in the course and enabling all students to be productive.

Similarly, a student reacted:

The positive effect when students are assessed by using different assessment techniques is to make students study hard, get them ready for a test, make students have deep learning, enable students to study hard to answer the different types of test items, make students ready to study hard and eventually perform well.

Another instructor explained that:

The positive effect of student-to-student interaction on students' learning is immense. It leads students to share their knowledge, skills, and attitudes with each other. Obviously, this is a thriving ground to establish quality learning.

As part of the respondents, student forwarded their views. Accordingly, a student reacted:

The positive effect of student-student interaction would make students knowledgeable, enable students to help each other by asking questions, help students to share their ideas with each other, make students active participants in their learning, and support students to perform well.

To the contrary, an instructor underlined the negative effect of student- student interaction and asserted:

Student-student interaction on students' learning has an adverse effect on student learning. It makes ingenious students dominate average or below-average performers. This obviously makes some students dependent on high-achieving students, which leads them to become passive learners and makes them feel undermined by their classmates.

The result of the study indicated that instructors and students consciously and unconsciously perceived social elements of hidden curriculum such as teaching method, social interaction (instructor-student relation, student-student interaction) and assessment techniques, the extent how they affect student learning. The findings of this study is consistent with (Abdulsalam, 2008; Alsubaie, 2015; Mirza et.al; 2019).

Moreover, the data received from participants indicated that the social element of hidden curriculum creating result that is more positive for students, than it is negative results. This finding is similar with Alsubaie (2015). However, the findings were not consistent with Hubbard (2010), Biesta (2016) and Booher-Jennings (2008).

The result of the study indicated that respondents perceived different teaching method and student-student interaction unfavorably. They stressed the adverse effect on student learning, but it was not inherently negative and it was because of instructors and students were not involved potentially to exert a positive developmental force on students learning. This finding supported in literature (Doganay, 2009 & Chikeung, 2008). The result indicated that the perspectives of instructors and student on the positive effect of different teaching method, assessment techniques and social interaction on student learning focused mainly on student marks via surface learning than deep learning. This finding supported in literature (Allan, Smith & O'Driscoll, 2011). Siddiky (2019) enunciated that "the goal of education is not to produce higher test scores, but to educate children to become responsible people with well-developed minds and good character". Overemphasis on test scores or a solitary performance makes learning incomplete. This kind of thinking may arise owing to the flawless understanding of the social dimension of the hidden curriculum.

Most of the instructors encourage their interaction with students. Regarding to this one instructors responded that:

I encourage my interaction with my students by not abuses students verbally in class. For instance any time a student gets something wrongly, I am not insults them. B/c I believes that insulting students has made them lose interest in my course and it is affecting them greatly.

Another instructor also posited that,

To encourages my interaction with my students as much as possible I always uses simple vocabulary in class than complex vocabulary in class b/c this made students understanding the courses .In this way I encourage my interaction with students

Similarly, another participant had this to say:

My instructors explain more details so that the questions and text content will not be complicated. Moreover, my instructors gave detailed information, more examples, and explanations to improve our understanding.

Regardless of the above-mentioned sentiments, however, student participant had this to say positively about his history instructors:

My instructors try to speak very clearly and uses words appropriately. They make their words easy to understand by students. I think using easy words have made students develop special interest in any course they took.

The result of this study indicated that students could develop some love and emotional affinity for a particular subject or courses due to the attitude of the instructor in charge. When this happens, learners are subconsciously compelled always learn the subject/course and this practice can positively affect the scores they obtain during assessment. This finding is consistent with (Yomark, 2018).

Besides, one instructor reported that he encourages his students to share ideas in-group and to ask and answer questions during the lesson. The lesson observation also verifies it, but, he used such techniques to allow students to remember or better understand what they learn to score high marks on tests, rather than to reflect new ideas and thinking for future learning. He stated that:

“After explaining the important points of the lesson, I mostly gave task to discuss in group (i.e. one to five grouping). I then ask oral questions randomly by calling their number and let them to ask questions, which are not clear for them. If they ask questions, I clearly explain the answer for them. “.

Another instructor reported that he encourage student-student interaction in his class. He stated, “I make students to meet in smaller groups, engage students in open-ended discussions and share their views”. The result of this study indicated that instructors invites students to talk about the course and their own understanding of each other. This finding consistent with ( Sulaimani, and Gut.2019;Laine, Ahtee, & Näveri., 2019).

#### **4.3 Implementing the Social Dimension of Hidden Curriculum**

The third research question was, to what extent do instructors and students implemented social dimension components of hidden curriculum in history course in WSU? The teaching method of the teachers can create a spirit of passivity, frustration, rote memorization, and even cheating, on the other hand, it will stimulate learning, creativity and innovation, ( Samiee Zafarghandi ,2018).. In relation to this, one instructor explained, "I used the lecture and questioning methods to teach my students in a class." Another instructor shared the above view and said, "I used the demonstration and discussion methods to teach my students in class. Still, the other one ascertained that "I used assignment, presentation, and seminar methods to teach my students." “Three instructors explained, as they used lecture method to cover the content because the content of history is very wide, bulky or broad in nature which makes it easier and faster to cover the syllabus within the stipulated time “.

Similarly, a student explained, "the teaching methods that my instructors used are the lecture and the assignment method." Another student responded that the "teaching methods that my instructors used to teach students are group discussion and giving hands out." Still, the other respondent claimed, "My instructors teach students by using only presentation and questioning methods." The result of this study confirms that teacher-centered methods have been predominant in teaching –learning practices in higher education. This finding is consistent with (Ito et al., 2022). Majority instructors and students mentioned different teaching methods; however, lecture methods and questioning methods remain dominant.

One of the manifestation of hidden curriculum via which students learning affected is teaching method that instructors used. The result of the study indicated that novel teaching techniques not well understood or valued by instructors instead traditional teaching methods is heavily adopted inside classrooms. The findings is consistent with (Munir&Rehman, 2016;Zamir et al., 2021). Moreover; the result indicated that majority of history instructors unconsciously teach by using lecture method because lecture method influences class participation; hence, it is a part of the hidden curriculum. If instructors frequently teach students using lecture methods, it is noteworthy that the hidden curriculum manifests itself negatively via lecture methods as

student's exhibit passiveness to participate in class. The concept of a hidden curriculum gives the idea that schools do more than just transmit knowledge (Glatthorn et al. 2019). As the participant response about the impact of teaching method using a teacher-centered approach, which has a negative impact on student learning as it encourage superficial learning of students and not so effective because the students are not allowed to interact with the environment and maximally develop their intellectual capabilities.

The result of the study implies that most teachers mainly commit their attention and energies to ensure that all the topics in the official curriculum or syllabus taught thoroughly and that they do not mind if students engage in rote learning without any in depth or critical understanding of concepts. Moreover, respondents believe that the impact of different teaching-learning methods on student learning would be of paramount importance. Teacher and students' responses also indicated that there were situations where the instructors were using student-centered approaches. This finding is similar to that of Gokal, (1995), cited in Mohammadjani and Tonkaboni (2015). However, classroom observations revealed that instructors did not use the proposed teaching methods and techniques in learning theories, but instead employed a teacher-centered approach. The classroom observation indicated that instructors continued to be lecture-focused even after interviewed about what student-centered method they used. Instructors clearly appeared dominant in the classroom, and students had fewer opportunities to speak than the teacher did. Moreover, based on classroom observation, instructors and students were either not practicing or only partially practicing the student-centered learning activities unconsciously. Most of the teaching methods that instructors use are direct teaching in which instructors have the main role in teaching. The students enter and leave the classroom passively. In this way, there is no opportunity for students to participate in learning, and this issue can result in students' passivity, hopelessness, weak self-concept, and low self-efficacy. In addition, classroom observation indicated that the instructor is teaching method could not result in activity, enthusiasm for learning, innovation, and creativity in return for passivity, hopelessness, superficiality, and even cheating. This finding is also similar to that of ( Amini et al., 2015; Taghva'ei Yazdeli et al., 2014; Fallah et al., 2016; Abroampa, 2020; Van Den Beemt et al.: 2020; and Mulder et al., 2019). More importantly, Abbott (2015) indicated that there were situations where teachers might think that they were using student-centered approaches, but in fact, they were still using teacher-centered pedagogy. Chi-Cheng (2004) stated that classroom observation showed that teachers continued to be lecture focused even after attending workshops on student-centered methods.

Strategic insertion of instructor-posed questions during lectures can stimulate higher levels of student involvement with course content (Seaton, 2002). However, the results from classroom observation indicate that instructor-posed questions were not effective in eliciting student involvement. This finding supported in the literature (Winter & Cotton, 2012; Barani, Azma & Seyyedrezai, 2011).

Moreover; curriculum and policy documents express the need to use deep learning approaches, but the result of this study indicated that most of instructors used teacher-centered method especially lecture method, encourage surface learning in which they memorize facts. In this context, the hidden curriculum is most likely to have a negative impact on learning of students. The result of the study implies instructors did not use the teaching methods proposed by theorists in educational psychology and learning in academic situations. The results of the study were consistent with studies conducted by ( Amini et al., 2015; Taghva'ei Yazdeli et al., 2014; Fallah et al., 2016; Abroampa, 2020; Van Den Beemt et al.: 2020; and Mulder et al., 2019 )

The implementation of the social aspect of the hidden curriculum was not encouraging since instructors have been exercising "the spoon feeding" system, passing down knowledge to their learners without much student involvement. This finding supported in the literature (Alavi, Abdollahi & Ahmadi, 2008; Alikhani and Mehrmahmoodi, 2005). More importantly, Abbott (2015) indicated that there were situations where teachers might think that they were using student-centered approaches, but in fact, they were still using teacher-

centered pedagogy. Chi-Cheng (2004) stated that classroom observation showed that teachers continued to be lecture-focused even after attending in interviews.

The result from the participant's response revealed that social interaction (student-student interaction and instructor-student interaction) had a significant positive influence on students' learning performance. The findings are similar with (Schmer & Blasco, 2018; Winter & Cotton, 2012; Abroampa, 2020). Poor teacher-student relationships considered a predictor of "sustained academic problems" and an indicator of future school difficulties. In a traditional classroom, teacher-student interaction gradually plays an important role in students' achievement (Livesey and Lawson, 2008). Mahood (2011) believes there is an important role that the quality of teacher and student interactions plays on student learning. The quality of the relationship between a student and the teacher will result in a greater degree of learning in the classroom (Dogany, 2009).

However, the classroom observation revealed that even though the participants perceived the effect of social interaction on student learning positively, it influenced by the teaching methods used by the instructors. In other words, it was not implemented practically by the instructors in the classroom. These findings are similar to those of Leili and Armin (2015) and Lin (2009). The hidden curriculum is what teachers should be thinking about when they teach. It is the purpose behind their teaching (Hong, 2017). On the other hand, Abdulsalam (2008) noted that although educators admitted the importance of this type of curriculum, it rarely seen and its implementation and application were rare. The current emphasis on instructional methodology and curriculum has usurped the importance of the relationship teachers create with their students (Dogany, 2009; Eisner, 2002).

Assessment system can also have tangible consequences and develop specific habits and attitudes for students (Samiee Zafarghandi, 2018). The result of this study reveal that instructors largely utilize paper and pencil tests (assignments, mid-term exam, final exam with multiple choice true or false, matching item questions) as the key assessment techniques to assess students learning progress in history courses. This confirms that formal formative assessment techniques have been predominant in assessment practices in higher education. This finding are consistent with (Guangul et al., 2020; Joshi. et al., 2020).

One instructor stated, "the different assessment techniques that I use to assess students' learning are tests, individual and group assignments, mid-exams, and final examinations." Other instructors also stated that "the different assessment techniques that I use to assess students' learning are multiple choice item, true or falls, matching item, fill the blanks space items. One instructor different from other stated "he used essay item questions, as he said because essay item questions, which is not a benefit in others items questions". With regard to this, a student stated, "the assessment techniques that my instructors used to assess students' learning are tests, mid-exams, and final exams and assignment ". Another student responded, "the different assessment techniques that the majority of my instructors used are multiple choice item true or falls item, matching and fill the blank . However few instructors used essay item questions.". The result indicated that most of instructors used traditional assessment techniques, which measure student's superficial learning than their deep understanding of the course. The results of the study were consistent with studies conducted by (Amini et al., 2015; Taghva'ei Yazdeli et al., 2014; Fallah et al., 2016; Abroampa, 2020; Van Den Beemt et al.: 2020; and Mulder et al., 2019)

In addition, the result of the study indicates that the assessment techniques that instructors used were to grade individual students' work or not to provide individual students with feedback on their performance. This finding is also supported in literature (Khan, 2013; Zhang, Peterson, Ozolins., 2011; Lea & Griggs, 2005). Researchers, by inferring from findings on hidden curriculum, hold the view that university students adjust their study strategies and their interaction with scientific content based on the feedback they receive from the exams and the assessment methods. However, curriculum and policy documents express the need to use deep

learning approaches, but in this study, we found that instructor's frequent use of traditional assessment, which encourage superficial learning than deep learning in this context, the hidden curriculum is most likely to have a negative impact on learning of students'. This finding indicated that assessment techniques for assessing student' superficial learning were highly used by the instructors, and for assessing deep learning of students were less used.

Moreover, the result of the study revealed that the assessment techniques used by instructors and preferred by students seem positive, but they are not positive because they were not use to promote the critical thinking skills of students and were not used to increase student motivation to take themselves and their learning more seriously. Moreover, instructors used direct formative and summative assessment techniques and students also preferred direct formative and summative assessment techniques, but instructors unconsciously did not use and students unconsciously did not prefer indirect formative assessment types such as self-assessment and peer-assessment. The assessment techniques used by instructors and preferred by students did not evaluate students on their academic work or on how well they navigated the course. Moreover, the result of the study indicated that the assessment techniques used by instructors and preferred by students did not empower students or create interest in the learning process, but increased the extrinsic motivation of passing the exam, and students did not become intrinsically motivated to learn and develop more skills for better self-esteem. This finding is not similar to that of Berg et al. (2017). The result of the study revealed that assessment techniques used by instructors and preferred by students did not allow the assessment of both the strengths and weaknesses of students in their learning.

In addition, the assessment techniques used by instructors and preferred by students contained superficial learning and memories did not create a basis for creativity in students, and it should not expected that this viewpoint of assessment train students with self-efficacy and deep learning. This finding is similar to that of Livesey& Lawson (2008) and Leili, Mohamed & Armin (2015).For instance, the assessment techniques of instructors particularly examinations encourage students surface learning approaches. Therefore, the message of the hidden curriculum through examinations as assessment tools is that surface learning is an enabler for passing, hence encouraging learners to implement it, which in turn affect student's deep learning

Overall, the result of the study indicates that instructors used different types of assessment methods and students preferred their own peculiar assessment methods, but the assessment methods instructors used and students preferred could not assess each student's learning outcome. Because instructors did not use indirect assessment methods such as self-assessment and peer assessment, students also did not prefer indirect methods (Orón Semper &Blasco, 2018).The result of this study indicates that assessment methods instructors used have negative and desirable influences on students' learning. This findings is consistent with the findings of ( Amini et al,2015).

## **5. Conclusions and Implications**

The hidden curriculum has often oversimplified, and thus misrepresented leading to singular interpretations of complex and multi-faceted phenomena. Other research suggesting limitations to the capacity of instructional alternatives and assessment per se to improve students' approaches to learning is often misunderstood or underemphasized, leading to the risk of exaggerated claims for the capacity of 'alternative' forms to foster effective learning processes in students.

In this study, we found that instructors unconsciously manage their practical teaching methods, social interaction, and assessment techniques to create an undesirable hidden curriculum. It means that instructors do not really know; they have created a hidden curriculum through traditional teaching methods, assessment

techniques, and social interaction. Similarly, students perceive their preferred assessment techniques as well as undesirable behavior such as cheating and copying from other created hidden curriculum. The study reveals that instructors' lack of knowledge and skills in applying modern teaching methods and assessment techniques appropriately may have adversely affected students' learning and study habits, leading to a more superficial approach to learning

The result indicate instructors unconsciously used and create parts of hidden curriculum adversely. Therefore, in the future, it is essential to give awareness trainings for instructors to use positive aspect of hidden curriculum via their teaching strategies, social interaction, and assessment techniques. It is important for the instructors to consider their students' needs, and provide the students with suitable and sufficient learning support. Instructors have to use student-centered method as a complementary method beside traditional in class approach with appropriate assessment of student readiness and learning needs. Instructors should incorporate elements of social interactions into instructional strategies. In addition, instructors should pay the same attention to different curricula in order to create this idea that all curricula are important.

The result indicated that the perspectives of instructors and student on the positive effect of different teaching method, assessment techniques and social interaction on student learning were focused mainly on student marks via surface learning than deep learning. It was found that the students in the cooperative learning classroom are found to exhibit better attitude towards the learning but the result of the study from participants response indicated that students had problem of staying long time in cooperative learning group.

The result of the study indicated that the participants perceive experience on different teaching method and student-student interaction had negative effect on student learning. It was because instructors and students were not involved potentially to exert a positive developmental force on students learning. As a result, teachers and students should effectively utilize the hidden curriculum to change and improve their negative beliefs, thoughts, and behaviors. Hidden curriculum is an issue that is controversial because it negatively and positively influences students without awareness from teachers. Study conducted by Seyoum reiterated that pedagogical, content and technology training should considered bringing about change in faculty members' professional expertise and student learning (Seyoum, 2014).

## References

1. Abdulsalam, A. (2008). Saudi Students' Perspectives on their Teachers' Transmission of Negative Messages: A Hidden Curriculum. Dissertation in partial fulfillment of the requirement for the degree of Doctor of Philosophy the University of Kansas.
2. Abroampa W.(2020). The hidden curriculum and the development of talent skills: The Praxis. *Journal of curriculum and technology*; 9(2): 70-76.
3. Alikhani, M. and ,Mehrmahmoodi, M. (2005). The investigation of the unintended consequences of hidden curriculum from a social atmosphere of Isfahan high-school schools and the presentation of strategies for decreasing its negative consequences, educational and scientific periodical of Shahed University, year 12, new period, issue 12,
4. Allan, H. T., Smith, P., & O'Driscoll, M. (2011). Experiences of supernumerary status and the hidden curriculum in nursing: a new twist in the theory–practice gap? *Journal of clinical nursing*, 20(5-6), 847-855.
5. Alsubaie, M. A. (2015). Hidden curriculum as one of current issue of curriculum. *Journal of Education and practice*, 6(33), 125-128

6. Amini M, Tamannaiefar MR, Mashallahinejad Z (2015). A survey on the Position of hidden curriculum from point of views of medical students of Kashan. *Journal of medical education* 8: 1- 3
7. Barani, G., Azma, F., & Seyyedrezai, S. H. (2011). Quality indicators of hidden curriculum in centers of higher education. *Procedia-Social and Behavioral Sciences*, 30, 1657-1661.
8. Bennett, N. Lockyer, J., Mann, K., Batty, H., LaForet, K., Rethans, J-J., Silver, I. (2004). Hidden Curriculum in Continuing Medical Education. *Journal of Continuing Education in the Health Professions*, 24 (3), pp. 145-152.
9. Berg, L. A., Jirikowic, T., Haerling, K., & MacDonald, G. (2017). Navigating the hidden curriculum of higher education for postsecondary students with intellectual disabilities. *The American Journal of Occupational Therapy*, 71(3).
10. Biesta, G. (2016). The Rediscovery of Teaching: On robot vacuum cleaners, non-egological education and the limits of the hermeneutical world view. *Educational Philosophy and Theory*, 48(4): 374-392
11. Booher-Jennings, J. (2008). Learning to label: Socialization, gender, and the hidden curriculum of high-stakes testing. *British Journal of Sociology of Education*, 29(2), 149–160.
12. Chapelle, C. A. (2009). A hidden curriculum in language textbooks: Are beginning learners of French at US universities taught about Canada? *The Modern Language Journal*, 93(2), 139-152.
13. Chi-Cheng ,C. (2004). The Assessment of Hidden Curriculum on Technological Creativity in Technological University. International Conference on Engineering Education and Research "Progress through Partnership" VSB-TUO, Ostrava, ISSN 15623580
14. Chikeung,C. (2008).The effect of shared decision-making on the improvement in teacher's job development:[http:eric.ed.gov](http://eric.ed.gov).
15. Cotton, D., Winter, J., & Bailey, I. (2013). Researching the hidden curriculum: intentional and unintended messages. *Journal of geography in higher education*, 37(2), 192-203. .
16. Doganay, A Sari, M., . (2009). Hidden curriculum on value of respect for human dignity, a qualitative study in two elementary school in adana. *Educational science*, 9(2), 925-940
17. Ebadi, S. H. (2013). Hidden Curriculum: An Apparent Challenge or an Unexplored Opportunity. *International Journal of Academic Research in Progressive Education and Development*, 2(3), 67–75.
18. Eisner, E. (2002). *The educational imagination: the design and evaluation of school programs*. Columbus, Ohio: Merrill Prentice Hall.
19. Fallah V, Brimani A, Nia Azari K, Mahdavi H. (2016) The investigation of the hidden curriculum components on students' learning. *Journal of industrial strategic management*; 9(1): 45-51.
20. Farrell, T. S. C., & Jacobs, M. (2010). *Essentials for successful English language teaching*. London: Continuum International Publishing Group
21. Fenyi, D. A., & Sapaty, G. A. (2022). The 'Hidden' curriculum in higher education in Ghana: The perception of language students in the college of education. *International Journal of Learning and Teaching*. 14(4), 125–143.
22. Gardeshi, Z Amini,M and Nabeiei ,P(2018). The perception of hidden curriculum among undergraduate medical students: a qualitative study. *BMC Res Notes*, 11(271),1-4
23. Guangul, F. M., Suhail, A. H., Khalit, M. I., & Khidhir, B. A. (2020). Challenges of remote assessment in higher education in the context of COVID-19: A case study of Middle East College. *Educational Assessment Evaluation and Accountability*, 32(4), 519-535.
24. Hong, Z. (2017). A Survey on the Construction of Hidden Curriculum by Teachers for English Majors in Universities and Colleges. A Case Study of Anhui Sanlian University. International Conference on Information, Computer and Education Engineering. ISBN: 978-1-60595-503-2
25. Hongmei Li (2018). The Significance and Development Approaches of Hidden Curriculum in College English Teaching. *Advances in Social Science, Education and Humanities Research*, 286, 262-265.

26. Ito, T., Kubota, K., &Ohtake, F. (2022). Long-term consequences of the hidden curriculum on social preferences. *The Japanese Economic Review*, 73(2), 269–297.
27. Joshi, A., Virk, A., Saiyed, S., Mahajan, R., & Singh, T. (2020). Online assessment: Concept and applications. *Journal of Research in Medical Education & Ethics*, 10(2), 49-59.
28. Kian, M., Ehsangar, H., &Izanloo, B. (2020). The effect of hidden curriculum on creativity and social skills: The perspective of elementary schools. *Social Behavior Research & Health (SBRH)*, 4(1), 487–496.
29. Laine, A., Ahtee, M., &Näveri, L. (2019). Impact of Teacher's Actions on Emotional Atmosphere in Mathematics Lessons in Primary School. *International Journal of Science and Mathematics Education*, 18:163–181
30. Lea, V., & Griggs, T. (2005). Behind the mask and beneath the story: Enabling student-teachers to reflect critically on the socially-constructed nature of their "normal" practice. *Teacher Education Quarterly*, 32(1), 93-114.
31. Leili, M., Mohamed, A., Armin ,A. (2015). Untold Aspects of Hidden Curriculum from Teachers' Experiences. *Journal of Research in Medical Education & Ethics* 5,( 2,) ,106
32. Lin, S. C. (2009). The Investigation of the Hidden Curriculum: Taking a Privately Managed Public School as an Example. *Journal of Research in Education Sciences*, 54(1) 179-208.
33. Mahood, S. C. (2011). Medical education: beware the hidden curriculum. *Canadian Family Physician*, 57(9), 983-985.
34. Maliheh, A.,Mohsen, F. (2016). The effect of the hidden curriculum on learning English lesson. *International Academic Journal of Social Sciences*, 3(4), 1-10.
35. Mei, P. (2015). The Hidden Curriculum in Language Classrooms. *Sino-US English Teaching*, 12(6), 424–429.
36. Michalec, B., and Hafferty, F. W. (2013). Stunting professionalism: The potency and durability of the hidden curriculum within medical education. *Social Theory Health*, 11(4), 388–406.
37. Mirza, B; Rukayah. R (2019) Teaching Strategies as a Powerful Hidden Curriculum: A Review Study. *Advances in Social Science, Education and Humanities Research*, 397. 765-769
38. MohammadiMehar M, FathiVajargah K.(2008) .The place of the hidden curriculum in continuing medical education. *Bimonthly journal of education strategies in medical sciences*; 1(1): 48-55.
39. Moyse,R&Porter,J (2015).The Experience of the hidden curriculum for autistic girls at mainstream primary school. *European Journal of Special Needs Education*,30(2),187-201.
40. Mulder H, Braak E, Chen H, ten Cate O.(2019). Addressing the hidden curriculum in the clinical workplace: A practical tool for trainees and faculty. *Med Teach* ; 41(1): 36-43.
41. Munir, F. and A.Rehman. (2016). Most frequent teaching styles and students' learning strategies in public high schools of Lahore, Pakistan. *Science International*, 28(2), 1669-1674.
42. Orón Semper, J. V., &Blasco, M. (2018). Revealing the hidden curriculum in higher education. *Studies in Philosophy and Education*, 37(5), 481-498.
43. Ozdemir,N.2018.TheRelationshipbetweenHiddenCurriculumPerceptionandUniversityLife Qualityin Sports Education. *UniversalJournal of Educational Research*,6(4): 742-750.
44. Parhizgar L, FathiVajargah K. (2018).Teachers' perceptions of the environmental curriculum in Tehran secondary schools: *A phenomenological approach*]. *Research in school and virtual learning*; 6(1): 87-102.
45. Rahayu, A. (2020) Teachers' perception on hidden curriculum, Bachelor's Thesis. Department of English Language Education, Universitas Islam NegeriAr-Raniry Banda Aceh.
46. Rajput V, Mookerjee AL and Cagande C (2017). The Contemporary Hidden Curriculum in Medical Education *MedEd Publish*, 6 (155), 1-13.

47. Reilly-Clark, K. (2003). Disengagement from and reintegration to school: A narrative inquiry (Doctoral dissertation).
48. Ressa, T., Daniels, D., & Wells-Jensen, S. (2021). Time as a Hidden Curriculum: Qualitative Study of Challenges Faced by Students with Mobility, Speech, and Visual Disabilities in P-12 Settings. *International Journal of Educational Research Review*, 6(3), 250–263.
49. Ruff, C.S. (2013). Perspectives on the hidden curriculum within the social studies. M.A Thesis University of Ohio
50. Saeif AA, Kianersi F.(2011). Mirror neurons and observational learning. *Educational psychology*; 6: 89-114.
51. SamieeZafarghandi M. (2018). An Investigation of the Relationship between Hidden Curriculum and Students' Emotional Intelligence. *JFamRes.* ; 15(1):119–136.
52. Sampermans, D., Reichert, F., &Claes, E. (2021). Teachers' concepts of good citizenship and associations with their teaching styles. *Cambridge Journal of Education*, 51(4), 433-450.
53. Seaton.A. (2002).Reforming the hidden curriculum; the key abilities models and four curricular forms. Curriculum repectives. [www.andrewseaton.com.au](http://www.andrewseaton.com.au)
54. Semper, J. V. O., &Blasco, M. (2018). Revealing the Hidden Curriculum in Higher Education. *Studies in Philosophy and Education*, 37(5), 481-498.
55. Seyoum, Y. (2014). Aspects to Bolster Faculty Members Professional Competencies in Ethiopian HEIs: Haramaya and Adama Science and Technology Universities in Focus. *Journal of Education & Human Development*, 3(1), 387-419.
56. Siddiky, M. R. (2019). Developing co-curricular activities and extracurricular activities for all-round development of the undergraduate students: A study of a selected public university in Bangladesh. *Pakistan Journal of Applied Social Sciences*, 10(1), 6182
57. Sotomayor, L., Tarhan, D., Vieta, M., McCartney, S., & Mas, A. (2022). When students are house-poor: Urban universities, student marginality, and the hidden curriculum of Student Housing. *Cities*, 124, 103572.
58. Sulaimani, M. F., & Gut, D. M. (2019). Hidden Curriculum in a Special Education Context: The Case of Individuals with Autism. *Journal of Educational Research and Practice*, 9(1), 30–39.
59. Taghva'eiYazdeli Z, Yazdkhasti A, Rahimi H.(2014)..Relation of hidden curriculum situation and students' emotional intelligence Kashan University of Medical Sciences and Kashan University. *Bimonthly journal of educational strategy in medical sciences*; 6(4): 229-34.
60. Van Den Beemt A, Myrthe W.(2020). Towards an understanding of social media use in the classroom: a literature review. *Technology, pedagogy and education*, 29 (1): 35-55.
61. Winter, J., & Cotton, D. (2012). Making the hidden curriculum visible: sustainability literacy in higher education. *Environmental Education Research*, 18(6), 783-796.
62. Zamir, S., Yang, Z., Sarwar, U., Maqbool, S., Fazal, K., Ihsan, H. M., &Arif, A. (2021). Teaching methodologies used for learning critical thinking in higher education: Pakistani teachers' perceptions. *International Transaction Journal of Engineering, Management, & Applied Sciences & Technologies*, 12(5), 1-10.
63. Zhang J, Peterson RF, Ozolins IZ. (2011) Student approaches for learning in medicine: what does it tell us about the informal curriculum? *BMC Med Educ.*; 11:87.