Determining the Role of Aspects and Components of Hidden Curriculum on Social Self-Efficacy of Primary-School Boy Students from the Viewpoint of Abdanan Teachers in 2014-2015

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Abstract

The goal of this research is to determine the role of aspects and components of hidden curriculum on social self-efficacy of primary-school boy students from the viewpoint of Abdanan teachers in 2014-2015. The research methodology is descriptive and it is in a form of survey. The statistical society is all Abdanan primary-school teachers (307 teachers) and 171 teachers were selected from them by using Cochran formula and random stratified sampling. In order to evaluate social self-efficacy, a self-made questionnaire was used and in order to evaluate hidden curriculum, a combined questionnaire of Parvin (2014) and Ahmadian (2012) was used. In order to analyze the data, descriptive statistics methods (mean, standard deviation) and inferential statistics methods (one-sample t-test, analysis of covariance) were used. The research findings showed that the role of the components of hidden curriculum on social self-efficacy of Abdanan primary-school students is significant and the most influential factor on social self-efficacy is related to the component of teacher and the least influential factor is related to the component of content.

Keywords: hidden curriculum, primary-school students, social self-efficacy and teachers' comments.
Introduction
Different types of curriculum can provide fields and arenas for learners and it can be a base for the growth and promotion of fundamental and infrastructural capacities (Ebrahimi Ghavam, 2009:232). Among different types of curriculum, hidden curriculum can be mentioned. In Ayzener's opinion, the schools venture to teach 3 curricula simultaneously. These 3 curricula include: explicit or official curriculum, null curriculum and hidden curriculum. This is contrary to the common idea that schools are considered as a one-dimensional phenomenon and only as a cradle of implementing explicit curriculum (Mehrmohammadi, 2009:464). The concept of hidden curriculum was proposed by Philip Jackson in 1968 for the first time. Vallance (1991) considered hidden curriculum as educational results and operations and it is the important and influential part of an educational experience although it is not clear in the curriculum guidelines and the policies of education and training organization.

Creating positive relationship, empathic understanding, desirable communication, considering the students' needs and etc can be helpful to create a desirable environment for learning and growth. In addition, one of the children's and teenagers' problems is that they don't have self-confidence. The lack of confidence has two important reasons. First of all, children's and teenagers' situation has not still been stabilized and they are hesitant about everything and they don’t know whether they can or not. In the second, adults do not give them an adequate opportunity and they don’t let the children show their value. Adults always discourage the children and teenagers by saying "it is soon" or "it is not your duty" and prevent them from doing the duties and creating innovations. An exact point that can be considered as the reason of this issue is that basically there is no confirmation and verification morality in families and schools (Ghorchian, 1998).

Although in recent decades the concept of hidden curriculum and paying attention to it has played a basic and special role in curriculum studies and researches, in our country the researchers and those who are in charge of education and training have mainly focused on official or explicit curriculum. Therefore, a considerable part of curricula that the students are actually exposed to, especially the powerful influence of hidden curriculum of the school environment on the students is not taken into consideration (Alikhani and Mehrmohammadi, 2005).

The researches done in the field of modifying and improving the school environment and educational system focus on those school's influences that can be clearly and easily evaluated and usually in the conclusion parts of these researches, the researchers suggest making changes in contents of the books and methods. But the point that is not taken into consideration is cultural and attitudinal issues that our education and training organization suffer from. It would definitely be said that all the elements of the school's social context have cultural features. These features include physical conditions of the class, textbooks, arrangement of the seats, teachers' and school authorities' expectations and judgments, rules and regulations, interaction patterns of teacher and students and etc (Alavi, Roodabe et al, 2007).
The official beginning of widespread studies and researches in the field of hidden curriculum is the publication of Philip Jackson's book in 1968 under the title of "life in classrooms" (Alkhani, Mehrmohammadi, 1384:40). But before him, Emile Durkheim pointed to this issue in 1961 in the book "moral education". He observed the classroom and found that the things learnt at schools are more than the things available in designed curricula and the books. Although he didn’t clearly explain the hidden curriculum, his explanation referred to hidden curriculum (Damla Kentli, 2009:84).

In Campbell's explanation of hidden curriculum, it is mentioned that hidden curriculum is a perfect metaphor for describing the undefined and unshaped nature of the things that are presented implicitly in return for the official expression of educational plans and explained a special problem of educational and training interaction (Skandari, 2004:70). One part of hidden curriculum is related to teaching staff and the students. If the teaching staffs have a special class understanding, they will attract special attentions and the children of other classes will be deprived of such attention (Nowruz zadeh, 2006).

Self-efficacy theory is originated from the learning theory. Chank et al (2008) considered self-efficacy as the person's obvious abilities for learning or acting in the determined levels. Also Ormord (2006) believed that self-efficacy is the person's self-made judgment about his/her abilities in doing the duties successfully.

Self-efficacy points to the individual's personal beliefs regarding learning ability and doing the learnt skills (Bandura, 1986).

Self-efficacy necessitates the selection of activity, effort, resistance and progress (Shank, 1990). The researches showed that the self-regulated students often have impressive academic positions (Alexander Judy, 1998).

The feeling of self-efficacy enables the individuals to do extraordinary activities by using skills in dealing with obstacles. The influential operation needs skill and also the ability for performing that skill. Managing the ever-changing, obscure, stressful and unpredictable conditions needs multiple skills (Abdollahi, 2006).

Bandura believed that the internal reinforcement from personal evaluation or self-evaluation is more powerful that the external reinforcement provided by others. Bandura said that the difficult criteria for self-valuation in extreme forms result in depression reactions, chronic discouragement and feeling of worthlessness. Moral operation grows by interacting with the pattern like operation criteria and self-image (moral criterion) (Ebrahimi Ghavam, 2009: 397).

Some of the internal researches such as Karimi (2012) in a research called "hidden curriculum, the emphasis on social training" showed that identifying the preventive aspects of hidden curriculum by emphasizing on the learners' social training can help the realization of the planned and visible goals of educational environment's social training. Bayanfar (2010) in a research called "explaining the influence of schools' hidden curriculum on learning's emotional efficiencies in guidance-school students in order to present a model" showed that in order to decrease the negative effects of this plan and design more desirable educational environments , a model is designed and proposed. Also, from the external researches, it can be pointed to the following ones: Martin et al (2003) mentioned that managing the classroom is considered as the first responsibility of the teacher in teaching process and explained that we can provide the best atmosphere for the students' learning by managing the classroom. Yuksel (2006) mentioned the
role of hidden curriculum in BA students' resistance behavior toward therapeutic consultation and guidance in Turkey University. The most researches done in the field of hidden curriculum is related to urban areas and university issues and rural areas are not taken into consideration. Due to this fact, Abdanan is selected because of its rural and nomadic context and also because most of the schools are rural and in this research we try to find the different influence of hidden curriculum. This research is done with regard to theoretical principles and also research activities in this field and due to the influence of the aspects and components of hidden curriculum as an essential source of deep and constant learning and due to the fact that no comprehensive research has been done in the field of the relationship between the hidden curriculum and social and educational self-efficacy. The main goal of the present research is to investigate the aspects and components of hidden curriculum on social self-efficacy of primary-school boy students from the viewpoint of Abdanan teachers.

Research Methodology
The research methodology is descriptive and it is in a form of survey. The statistical society is all Abdanan primary-school teachers (307 teachers) and 171 teachers were selected from them by using Cochran formula and random stratified sampling.

In this research, two tools (questionnaire) were used. A) Self-made tool for self-efficacy evaluation: the researcher achieved this tool during investigating the theoretical principles and the previous researches and its validity is evaluated by some of the specialists in the field of curriculum and philosophy of education by using Likert scale. Its reliability is obtained by using cronbach’s Alpha coefficient during a preliminary study of 30 teachers. Its alpha was calculated 0/92 by using SPSS software. B) The 30-question combined research tool: in order to evaluate the aspects of hidden curriculum, a combined questionnaire of Parvin (2014) and Ahmadian (2012) was used and the reliability coefficient of them is 0/93 and 0/86 respectively. In order to analyze the data, descriptive statistics methods such as frequency, percent, diagram, measures of central tendency (mean, standard deviation) and indices of dispersion (standard error of the mean, standard deviation). In order to connect the research variables and conclude from them, the inferential statistics methods such as independent t and other methods were used due to the assumptions of the application of these tests and 21 version of SPSS statistical software was used.

Findings
1. How is the teacher's role (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy?

The results of table 1 show that regarding the teacher's role (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy, there is a significant difference between the sample mean and the society's assumed mean at 0/01 significance level. (t=65.49). The results show that from the teachers' viewpoint, the teacher's role (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy was meaningful.
Table 1: the investigation of significant difference between the respondents' statements regarding the teachers' role on students' social self-efficacy

<table>
<thead>
<tr>
<th>Statistic index</th>
<th>Mean</th>
<th>Theoretical mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>t</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's role</td>
<td>4.4</td>
<td>3</td>
<td>.80</td>
<td>0.60</td>
<td>65.49</td>
<td>0/000</td>
</tr>
</tbody>
</table>

2. How is the role of teaching method (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy?  
The results of table 2 show that regarding the role of teaching method (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy, there is a significant difference between the sample mean and the society's assumed mean at 0/01 significance level. (t=64.01). The results show that from the teachers' viewpoint, the role of teaching method (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy was meaningful.

Table 2: the investigation of significant difference between the respondents' statements regarding the role of teaching method on students' social self-efficacy

<table>
<thead>
<tr>
<th>Statistic index</th>
<th>Mean</th>
<th>Theoretical mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>t</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching method</td>
<td>3.94</td>
<td>3</td>
<td>.80632</td>
<td>.06166</td>
<td>64.01</td>
<td>0/000</td>
</tr>
</tbody>
</table>

3. How is the role of assessment (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy?  
The results of table 3 show that regarding the role of assessment (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy, there is a significant difference between the sample mean and the society's assumed mean at 0/01 significance level. (t=71.26). The results show that from the teachers' viewpoint, the role of assessment (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy was meaningful.

Table 3: the investigation of significant difference between the respondents' statements regarding the role of assessment on students' social self-efficacy

<table>
<thead>
<tr>
<th>Statistic index</th>
<th>Mean</th>
<th>Theoretical mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>t</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>3.86</td>
<td>3</td>
<td>.70870</td>
<td>.05420</td>
<td>71.26</td>
<td>0/000</td>
</tr>
</tbody>
</table>

http://www.ijhcs.com/index.php/ijhcs/index
4. How is the role of rules and regulations (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy?

The results of table 4 show that regarding the role of rules and regulations (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy, there is a significant difference between the sample mean and the society's assumed mean at 0/01 significance level. (t=65.92). The results show that from the teachers' viewpoint, the role of rules and regulations (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy was meaningful.

Table 4: the investigation of significant difference between the respondents' statements regarding the role of rules and regulations on students' social self-efficacy

<table>
<thead>
<tr>
<th>Statistical index</th>
<th>Mean</th>
<th>Theoretical mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>t</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules and Regulations</td>
<td>3.85</td>
<td>3</td>
<td>.76445</td>
<td>.05846</td>
<td>65.923</td>
<td>0/000</td>
</tr>
</tbody>
</table>

5. How is the role of physical location (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy?

The results of table 5 show that regarding the role of physical location (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy, there is a significant difference between the sample mean and the society's assumed mean at 0/01 significance level. (t=63.23). The results show that from the teachers' viewpoint, the role of physical location (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy was meaningful.

Table 5: the investigation of significant difference between the respondents' statements regarding the role of physical location on students' social self-efficacy

<table>
<thead>
<tr>
<th>Statistical index</th>
<th>Mean</th>
<th>Theoretical mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>t</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical location</td>
<td>3.93</td>
<td>3</td>
<td>.81274</td>
<td>.06215</td>
<td>63.23</td>
<td>0/000</td>
</tr>
</tbody>
</table>

6. How is the role of content (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy?

The results of table 6 show that regarding the role of content (as one of the components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy, there is a significant difference between the sample mean and the society's assumed mean at 0/01 significance level. (t=65.08). The results show that from the teachers' viewpoint, the role of content (as one of the
components of hidden curriculum) on Abdanan primary-school boy students' social self-efficacy was meaningful.

**Table 6: the investigation of significant difference between the respondents' statements regarding the role of content on students' social self-efficacy**

<table>
<thead>
<tr>
<th>Statistical index</th>
<th>Mean</th>
<th>Theoretical mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>t</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>3.67</td>
<td>3</td>
<td>.73698</td>
<td>.056636</td>
<td>65.08</td>
<td>0/000</td>
</tr>
</tbody>
</table>

The results of present research show that the role of components of hidden curriculum on Abdanan primary-school boy students' social self-efficacy was statistically significant. Due to the fact that all the observed t were significant. In order to compare better, the results of the means are arranged as follow:

**Table 7: the influence of each components of hidden curriculum on students' social self-efficacy**

<table>
<thead>
<tr>
<th>The components of hidden curriculum</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>4.04</td>
</tr>
<tr>
<td>Teaching method</td>
<td>3.94</td>
</tr>
<tr>
<td>Physical location</td>
<td>3.93</td>
</tr>
<tr>
<td>Assessment</td>
<td>3.86</td>
</tr>
<tr>
<td>Rules and regulations</td>
<td>3.85</td>
</tr>
<tr>
<td>Content</td>
<td>3.67</td>
</tr>
</tbody>
</table>

**Discussion and Conclusion**

The analysis of the first research question showed that from the teachers' viewpoint, the teacher's role (as one of the components of hidden curriculum) on Abdanan primary-school boy students was statistically significant. According to previous studies, Afrooz (1998) said that the righteous teacher calls the students calmly, affectionately, interestingly and attractively in accordance with their age and growth while communicating with them. The teacher's role is effective on the students' social self-efficacy in terms of training and the right communication between teacher and student. The mentioned findings are consistent with Barzegar et al (2007) findings that are very influential on creating educational motivation, moral and human attitude and human behavior and skills. Mosallanejad et al (2013) found that due to the teacher's role in forming the aspects of hidden curriculum and different scientific, social, moral and training aspects of students, it is needed that this aspect of curriculum will be taken into consideration. The main responsibility of education and training organization is to create an appropriate base for identifying the students' talents and flourishing their talents due to personal differences. The teachers have the most essential role in this process. The teachers, as an educational role model, are very influential on the students' motivation of academic progress, moral attitudes and social behaviors. The specialized, motivated and dynamic teachers have an important role in realization of education and training goals. The teachers, as a role model, have an important role in students' self-efficacy and self-esteem in social, moral, scientific and educational arenas.
The analysis of the second research question showed that from the teachers' viewpoint, the role of teaching method (as one of the components of hidden curriculum) on Abdanan primary-school boy students was statistically significant. According to previous studies, the present research is consistent with Amini et al. (2011) findings showing that the teacher's teaching method can result in activity, enthusiasm for learning, innovation and creativity in return for passivity, hopelessness, superficiality and even cheating. Also, the results of Bayanfar et al. (2010) research show that the teachers' teaching methods is one of the influential factors on learning's emotional efficiency and academic self-concept. The teachers used traditional methods more without observing the principles and techniques; and in most of the observed classrooms, the teachers didn’t use the proposed teaching methods and techniques in learning theories. The teacher has a main role in achieving the determined goals of education and training system and undoubtedly the teacher's teaching method is one of the most influential factors in achieving this goal. The teaching method that most of the teachers used is inactive and the teachers have the main role in teaching. The relationships during the teaching are based on discipline. The students enter and leave the classroom passively, in this way there is no opportunity for students to take participate in learning and this issue can result in students' passivity, hopelessness, weak self-concept and low self-efficacy. This kind of teaching method doesn't train the students who believe in their abilities and have self-efficacy. The teaching method, in which the students have an active role, has the most influence on students' internal motivation and results in success, believing in the abilities and high self-efficacy.

The analysis of the third research question showed that from the teachers' viewpoint, the assessment (as one of the components of hidden curriculum) on Abdanan primary-school boy students was statistically significant. According to previous studies, the results of the present research are consistent with Amini et al. (2011) research showing that there is a significant relationship between the professors' assessment method and the students' scientific morality. One of the searchable components of curriculum that can be effective on students' scientific morality is the component of assessment method. If assessment is done in university system according to the real expatiations from the student i.e. innovations, creativity, analysis and judgment, achieving the goals of higher education system will be guaranteed. Also, Ahmadian (2012) concluded that the more the positive aspects of educational assessment in university are, the more the students' tendency toward critical thinking will be and the more the negative aspects of educational assessment in university are, the less the students' tendency toward critical thinking will be. The present research is consistent with Parvin (2014) results in the field of the influence on assessment on students' self-esteem. Assessing the students' learnings will result in determining the learning results. The assessment, that most of the teachers done, contains superficial learning and memories. This assessment will result in superficial learning and won't be a base of creativity in students. Also, this assessment is used by teachers as a tool for punishment. This assessment method results in concerns in students and doesn't create a base for students to express themselves and it shouldn’t be expected that this viewpoint of assessment trains students with self-efficacy.

The analysis of the fourth research question showed that from the teachers' viewpoint, the role of rules and regulations (as one of the components of hidden curriculum) on Abdanan primary-school boy students was statistically significant. According to previous studies, the results of the
present research are consistent with Fathi Vajargah and Chookdeh (2006) findings in which the organizational structure of one of the factors in hidden curriculum is emphasized with the increase level of average quality in order to train citizens with critical thinking. Also, it is consistent with Fallah et al. (2010) research that showed the influence of rules and regulations on teaching-learning process. It is necessary to replace negative ideas with the positive ones by reviewing the condition of rules and regulations in order to manage the different affairs of schools. In this way, we can help the students to reinforce their self-confidence and learning. If the rules and regulations are clearly explained and the students are used in codifying, implementing and evaluating the school rules, the students' self-confidence and the positive influence of rules and regulations on students' self-efficacy will be increased. The school inflexible rules deprive the students from expressing themselves and result in their compliance and eventually result in students' low self-confidence and in this way the possibility of students' self-efficacy will be decreased.

The analysis of the fifth research question showed that from the teachers' viewpoint, the role of physical location (as one of the components of hidden curriculum) on Abdanan primary-school boy students was statistically significant. According to previous studies, the results of the present research are consistent with Weber (2009). In his research, Weber came to a conclusion that the students prefer to study in decorated, bright and beautiful classrooms. Also, the results of Haji (2008) showed pointed that the physical structure of the school is influential on students' responsibility. The school physical environment influences on disciplining the learners. Parvin (2014) research showed that the school physical location is one of the important factors influencing on learning, teaching and other activities happened at schools. In school classrooms, the arrangement of the seats is consecutive and this issue makes the students feel that all of them are under the control of the teacher. The appearance and the arrangement of the seats and the desk make the students feel that discussing and exchanging the thoughts with them is not needed and this issue results in students' passivity and isolation. In this way the possibility of the students' self-efficacy will be decreased.

The analysis of the fourth research question showed that from the teachers' viewpoint, the role of content (as one of the components of hidden curriculum) on Abdanan primary-school boy students was statistically significant. According to previous studies, the results of the present research are consistent with Bayanfar (2010) research showing that the students' attitude toward textbook content is one of the influential factors on learning's emotional efficiency and subscales of attitude toward school and academic self-concept. Also, Amini et al. (2011) research showed that there is a significant relationship between curriculum contents and students' scientific morality. Indeed, those contents that are not related to students' needs and the necessary technical considerations are not observed in the way of organizing them and at the same time seek to unilaterally induce the clichés and mentalities to students; they can't result in the growth and development of the students' scientific morality. Also, the results of the present research are consistent with Ahmadian (2012) research showing that the more the negative aspects of curriculum contents in university are, the less the students' tendency toward critical thinking will be. The students' view toward contents is almost related to the importance that schools give to some of the curricula. Different researches showed that schools don't give the same importance to different curricula. Because of this, the students learn that some of the curricula are not
important. The contents inducing compliance morality to students and not providing a base for curiosity and questioning, can't result in a high self-efficacy in students.

**Practical Suggestions for Application of Findings**
- Teachers' attention toward their appearance and utterance while communicating with the students and paying attention to reinforcement of students' self-esteem and self-concept and establishing justice among them
- Informing the teachers about the role of teaching method as one of the most influential components of hidden curriculum on students' self-efficacy
- Evaluating the students based on their class activities
- Using the students' opinions in codifying the school rules
- Designing the arrangement of seats and desk in a way that the students exchange their opinions easily and installing posters and scientific writings in classrooms
- Teachers pay the same attention to different curricula in order to create this idea that all curricula are important.
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