





## The Hidden Curriculum Traces in The Process of Evaluation in Line with the Views of Teacher Candidates

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### Abstract

Although not explicitly stated in the official curriculum, the hidden curriculum, has the power to affect different elements of the education process. Evaluation is one of these processes. This research aimed to examine the classroom practices of the teachers in terms of the hidden curriculum within the scope of the evaluation process of the teacher candidates. The research group of the study, which was carried out by the qualitative research method, consisted of 30 teacher candidates who continued their education in science education, Primary school, early childhood, Turkish language, social sciences education, and guidance and psychological counseling departments in a medium-sized university in Türkiye. The data of the research were obtained with a semi-structured interview form. Content analysis was used in the analysis of the data obtained from the forms. The findings revealed that the teachers associated the hidden curriculum with different situations in the evaluation process. The findings further illustrated that obeying the rules and expectations of teachers was effective in their perceptions of successful students. In addition, the findings found out that some factors were effective within the scope of the hidden curriculum for assessment and that the teachers gave hints before the exam.

**Keywords:** Curriculum, Evaluation process, Hidden curriculum, Phenomenology, Teacher-student interaction.

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### Ethics Declaration:

In this study, all the rules stated to be followed within the scope of the “Higher Education Institutions Scientific Research and Publication Ethics Directive” were followed. None of the actions specified under the title of “Actions Contrary to Scientific Research and Publication Ethics”, which is the second part of the directive, were not carried out.

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# Öğretmen Adaylarının Görüşlerine Göre Değerlendirme Sürecinde Örtük Program İzleri

Öz

Eğitimde resmi programda açıkça belirtilmediği halde öğrenci davranışlarını etkileme gücü olan örtük program eğitim sürecinin farklı unsurlarını etkileme gücüne sahiptir. Değerlendirme ise bu süreçlerden birini oluşturmaktadır. Değerlendirme süreci kapsamında öğretmenlerin sınıf içi uygulamalarının, öğretmen adaylarının görüşlerine göre örtük program açısından incelenmesi bu araştırmanın amacını oluşturmaktadır. Bu doğrultuda nitel araştırma yöntemlerinden olgubilim desenine uygun olarak gerçekleştirilen çalışmanın, araştırma grubunu Türkiye'nin Kuzey batısında yer alan orta ölçekli bir üniversitede fen bilgisi, sınıf, okul öncesi, matematik, Türkçe, sosyal bilgiler ve rehberlik ve psikolojik danışmanlık öğretmenliği bölümlerinde eğitimlerine devam eden 30 öğretmen adayı oluşturmaktadır. Araştırmanın verileri araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu ile elde edilmiştir. Formlardan elde edilen verilerin analizinde içerik analizi kullanılmıştır. Öğretmen adayları ile gerçekleştirilen görüşmeler bağlamında öğretmenlerin değerlendirme sürecinde örtük programı farklı durumlarla ilişkilendirdikleri ortaya çıkmıştır. Bu durumlar, değerlendirme sürecine dair öğretmen adaylarından bir takım kural ve beklentileri olduğu, sınıf içi bazı uygulamalar ve değerlendirme sürecinde dikkate almış oldukları unsurlar şeklindedir.

*Anahtar Kelimeler:* Değerlendirme süreci, Eğitim programı, Olgubilim, Öğretmen-öğrenci etkileşimi.

## Introduction

In their interactions with their students, teachers knowingly or unknowingly, or intentionally convey various messages to their students outside the scope of the official curriculum. In these interactions, teachers can convey messages such as their opinions, ideas, beliefs, rules, and expectations to their students. Such messages, which are outside the official curriculum that teachers convey to their students, are handled within the scope of the hidden curriculum (Akpınar, 2014; Beydoğan, 2012; Çobanoğlu & Engin Demir, 2014). A hidden curriculum is expressed as an informal curriculum in which learning takes place as a result of students' experiences through unwritten, purposeful, or unpurposeful activities and interactions that are not clearly stated in the official curriculum (Demir, 2018). At the micro level, the hidden curriculum is expressed as a different kind of curriculum, unlike the official curriculum, which is intentional and specified by the education system and institution. It is more like a practical one in which teachers and students get an experience (Sambell & McDowell, 1998). In addition to many factors such as teachers' behaviors, attitudes and beliefs, approaches, value judgments, school climate, and school rules (Tezcan, 2003), the interaction pattern formed as a result of any event or interaction in the classroom, their interpretation, perception, and reactions to it are also included in the scope of the hidden curriculum. (Sambell & McDowell, 1998; Tezcan, 2003).

The attitudes and behaviors of teachers in or out of school, which are various activities within the scope of the hidden curriculum, reduce the impact of the practices in the official curriculum (Beydoğan, 2012), but they can also be influential when students gain some attitudes and behaviors (Akbulut, 2011). Therefore, within the scope of the hidden curriculum, students can experience positive or negative learning due to different situations and circumstances (Akbulut, 2011; Çobanoğlu & Engin Demir, 2014). In some cases, students experience negative learning such as viewing their opinions as worthless and giving up on them, being directed, obedience to the authority, what needs to be done to gain attention, the expectations of the teacher, and the consequences when these expectations are not met (Adıay, 2011).

Ahola (2000) dealt with the dimensions of the hidden curriculum as learning to learn, learning the profession, learning to be an expert, and learning the game, and wanted to emphasize which rules the student should follow, how they should behave and what strategies they should develop to be successful in school with the learning game dimension. Similarly, Veznedaroğlu (2007) considered the way students talked to the teacher, acted to get on the

teacher's good side and the clues they got about the subject and questions that were asked in the exam and expressing the views and thoughts of the teacher instead of the students' thoughts in the exams or in the classroom, and not objecting to the results as the target learning gained in terms of class operation. Bayanfar (2013) stated that the dimensions of the hidden curriculum originating from the social and physical environment have positive or negative effects in terms of increasing the academic success of students. From this point of view, it is possible to say that to be successful, students have acquired some learning outside the official curriculum, and within the scope of the hidden curriculum, and they have developed various strategies that can increase their success in the evaluation process.

Rowntree (1987) stated that evaluation processes should be examined to learn the realities of an education system. The evaluation process is one of the educational practices that reveal the hidden curriculum in the most effective way. Each assessment process sends a message to students about what they need to learn and how they can. Evaluation messages are cryptic, not easily understood, and interpreted by faculty and students, often with a different emphasis and in a different way (Sambell & McDowell, 1998). It is thought that during the evaluation process, teachers sometimes consider different characteristics of students apart from their academic qualities, and accordingly, teachers give students higher or lower grades. Various studies have examined the effects of the hidden curriculum on students (Adıay, 2011; Akbulut, 2011; Balboni et al., 2015; Başar & Çetin, 2013; Bayanfar, 2013; Çobanoğlu & Engin Demir, 2014; Kuş, 2009) and the perceptions of teachers and students about the evaluation process (Tuncel & Demirel, 2017) however, it is possible to say that studies examining the effect of the hidden curriculum on students' learning are relatively few compared to formal curriculum studies (Nami, Marsooli & Ashouri, 2014). Another situation that adds importance to the research is the possibility of research conducted with university students because the concept of hidden curriculum has been a concept frequently associated with primary education levels. However, university, which is another stage of the education process, consists of a series of unofficial demands that individuals must complete successfully (Bergenhengouwen, 1987). In fact, the emergence of these demands is caused by the fact that in higher education levels, instead of a fixed curriculum as in primary or secondary education, course curriculum is largely at the initiative of the university and the course instructor (Orón Semper & Blasco, 2018; Yüksel, 2002). The fact that there is a positive connection between academician-student relations, the university's organization, social environment and faculty members' appearances and the academic success of students (Nami et al., 2014) reveals the necessity of hidden curriculum should be studied at the university level. Thus, it is possible to say that the effects of the hidden curriculum in higher education are wide-ranging (Hinchcliffe, 2020). In the context of all this information, the importance of examining teacher practices in terms of the hidden curriculum during the evaluation process at the university level and revealing the learning that students have acquired within the scope of the hidden curriculum as a result of these practices have created the situation that is desired to be examined within the scope of the research.

In regards to gaining attitudes and behaviors while the hidden curriculum is as effective as the official curriculum in some cases, it can be more effective than the official curriculum in other cases (Demir, 2018). In this direction, it is very important to examine the teacher practices made in the evaluation process in the context of the hidden curriculum based on student perceptions. These perceptions will affect what students do in the learning-teaching process in and out of the classroom. Students will shape their attitudes and behaviors.

In the current study, the aim is to examine teacher practices in the evaluation process in terms of the hidden curriculum in line with the views of teacher candidates and to reveal the learning that the students gained as a result of these practices within the scope of the hidden curriculum. In this direction, answers were sought for the following sub-problems:

1. According to the opinions of the teacher candidates, what are the perceptions of the teachers about their successful students?

2. According to the opinions of the teacher candidates, what are the factors affecting evaluation?
3. What are the opinions of teacher candidates on in-class practices?

### Method

Qualitative research methods are preferred to systematically examine the meanings that emerge depending on the subjective opinions and experiences of the people who are expected to participate in the research (Ekiz, 2020). Qualitative research is a research approach that aims to reveal and understand social facts and events in their environment with a holistic perspective (Yıldırım & Şimşek, 2016). This study adopted phenomenology design as one of the qualitative research methods to present the facts and events in their environment with a holistic perspective. Phenomenological research is an investigative method where the researcher seeks to understand the substance of participants' descriptions of a phenomenon as they relate to their personal experiences. Phenomenology is a philosophy as well as a practice that focuses on understanding life experiences. To do this, a small number of subjects are studied in a great detail for a lengthy period to create patterns and relationships of meaning (Moustakas, 1994). To comprehend the experiences of the study participants, the researcher in this procedure brackets or sets aside his or her own experiences (Nieswiadomy, 1993). Also, the phenomenological design concentrates on the facts that we are aware of yet do not fully comprehend (Yıldırım & Şimşek, 2016). In this context, it is considered that teachers take into account other factors besides the academic achievement of students while giving their grades to their students during the evaluation stage, and in this direction, concerning the evaluation process, teacher practices were investigated in the scope of the hidden curriculum.

### Participants

Due to the Covid-19 pandemic in the 2021-2022 academic year and to prevent it from spreading, there were no possibilities to contact teacher candidates face-to-face, thus, the participants were determined using easily accessible sampling method. Voluntary teacher candidates were reached. Accordingly, 30 teacher candidates who were continuing their education in science education, Primary school education, early childhood education, math education, Turkish language education, social sciences education and guidance and psychological counselling departments at a medium-sized university in Türkiye were determined as the participants of the research. Table 1 lists the descriptive features of the research participants who participated the study group.

**Table 1.**

*Demographic information of participants*

| Participants | Branches                              | Gender | Grade Level |
|--------------|---------------------------------------|--------|-------------|
| T1           | Social sciences education             | F      | 4           |
| T2           | Early childhood education             | F      | 3           |
| T3           | Math education                        | F      | 3           |
| T4           | Social sciences education             | M      | 2           |
| T5           | Science Education                     | F      | 3           |
| T6           | Guidance and psychological counseling | F      | 4           |
| T7           | Early childhood education             | F      | 4           |
| T8           | Primary school education              | M      | 2           |
| T9           | Early childhood education             | F      | 3           |
| T10          | Early childhood education             | M      | 4           |
| T11          | Primary school education              | M      | 2           |
| T12          | Early childhood education             | M      | 4           |
| T13          | Early childhood education             | M      | 4           |
| T14          | Early childhood education             | M      | 4           |
| T15          | Math education                        | M      | 4           |
| T16          | Early childhood education             | F      | 4           |
| T17          | Turkish language education            | F      | 3           |
| T18          | Social sciences education             | F      | 2           |

|     |                                       |   |   |
|-----|---------------------------------------|---|---|
| T19 | Early childhood education             | M | 3 |
| T20 | Guidance and psychological counseling | M | 3 |
| T21 | Math education                        | F | 2 |
| T22 | Turkish language education            | F | 2 |
| T23 | Primary school education              | F | 2 |
| T24 | Primary school education              | F | 2 |
| T25 | Turkish language education            | F | 2 |
| T26 | Math education                        | F | 2 |
| T27 | Social sciences education             | F | 3 |
| T28 | Early childhood education             | F | 2 |
| T29 | Guidance and psychological counseling | F | 3 |
| T30 | Primary school education              | F | 3 |

### Data Tools and Data Collection

Research data were obtained by interview. In order to obtain more realistic findings in the research, it is said that the researcher can use one or both of the interview types that can be done individually or in groups, based on the situation (Yıldırım & Şimşek, 2016). In this respect, for students, after reviewing the literature, a semi-structured interview consisting of 5 questions was formed by the researchers and sent to four experts who were competent in the field so as to examine teacher practices in the evaluation dimension in terms of the hidden curriculum. Two of the experts returned within the specified time frame and the interview form was finalized in line with the feedback from these experts, following which the data were collected from teacher candidates through semi-structured interview forms. A sample question from the semi-structured interview form is given below. "What kind of practices do your teachers do besides lecturing in the classroom so that you can be successful in the exam or get a high score? Can you give examples?"

### Analysis of data

In the research, the data obtained as a result of the semi-structured interview form collected from the teacher candidates regarding the teacher applications for the evaluation process within the scope of the hidden curriculum in the evaluation process were subjected to content analysis. The primary aim of the content analysis is to uncover ideas and connections that may be used to interpret the data that has been gathered (Yıldırım & Şimşek, 2016). In the content analysis, similar data in line with the research questions were coded within the framework of certain concepts and themes, brought together and interpreted in a way that the reader could understand. The data obtained within the scope of the interview form was analyzed separately by each researcher. Later, the comparisons made by the researchers revealed that there were differences on some codes, categories and themes. Researchers focusing on the reasons for these differences completed the coding process by reaching a consensus on the differences. The f number in the tables created after the analysis of the data shows the frequency of the expression. The teacher candidates participating in the research are shown with abbreviations as T. (i.e., T1, T2, T3...). Additionally, some precautions were taken to ensure the validity and reliability of the research. To ensure the validity of the research, direct quotations from the interviews were frequently included. Moreover, the data obtained from the interviews were analyzed by a researcher who was an expert in this field, by comparing them with each other, and the analyses of the expert and the researcher were compared to ensure reliability.

### Results

In this section, the findings obtained in line with the sub-problems of the research are given below.

#### According to the Opinions of the Teacher Candidates the Perceptions of the Teachers about Successful Student

The findings pointed out that the teachers had some unwritten rules and expectations regarding the functioning of the classroom within the scope of the hidden curriculum, and that the students would be more successful if they acted in accordance with these rules and expectations. Based on this statement, the opinions of the teacher candidates about the unwritten rules and expectations that teachers had regarding functioning and success in the classroom are presented in Table 2.

**Table 2.**

*Teachers' perception of successful students according to the opinions of teacher candidates*

| Teachers' expectations and rules for successful students      |  | <i>f</i> |
|---|--|----------|
| Students being active during the lesson                       |  | 54       |
| Being responsible   | Note-taking                                    | 2        |
|   | Having course material with them               | 2        |
|   | Preparing for class                            | 5        |
|   | Fulfilling course responsibilities on time     | 4        |
|   | Class revision                                 | 3        |
|   | Completing course-related responsibilities     | 3        |
| Acting according to the rules                                 | Not disturbing the class                       | 3        |
|   | Continuation to the class                      | 3        |
|   | Coming on time to the class                    | 3        |
|   | Responding to the questions asked during class | 3        |
| Being respectful  |  | 6        |
| Being in situations that will contribute to their development | Doing extracurricular work                     | 1        |
|   | Doing research                                 | 2        |
|   | Reading books                                  | 2        |
|   | Taking time for yourself outside of class      | 3        |

Table 2 indicated that the opinion frequently expressed by the teacher candidates was "students being active during the lesson" ( $f=54$ ). Fulfilling their responsibilities for the lesson ( $f=19$ ) was another opinion taken into account by the teachers and was stated frequently by the teacher candidates. Behaving according to the rules ( $f=12$ ), being respectful ( $f=6$ ), and getting involved in activities to improve themselves ( $f=8$ ) were other expressed opinions. According to these findings, the study revealed that teachers perceived students who were more active in their lessons and took time to participate (T27) as more successful. Another factor underlined by teacher candidates was being respectful (T17). The study determined that teachers thought that they could be more tolerant in the evaluation process to respectful students.

Further, students believed that there would be a positive change in their grading of the course when they were responsible (fulfill their responsibilities) (T6) and when they made an effort to follow the rules that were considered important by the lecturers (T11). Another view frequently emphasized by teacher candidates was that lecturers thought that doing activities that would contribute to the students' development (T2, T20) would make the lecturer more tolerant in the process of student evaluation. Based on all these findings, the teacher candidates stated that within the scope of the hidden curriculum, lecturers saw the students who were active during the lesson were responsible, obeyed the rules in the classroom, acted respectfully and were involved in activities related to their development as more successful. In this respect, the opinions of the teacher candidates which are listed below are noteworthy:

"...I think that lecturers take our participation in class into account as well." (T27)

"First of all, one of the most important factors for the functioning and success in the classroom is compliance and taking responsibility. As in society, there are some unwritten rules and expectations in the classroom. Examples of these include not interrupting the lesson, asking permission to join the class even when late, active participation in the lesson to motivate both parties, and the most important thing is respect" (T6)

"... Regular and punctual attendance in the classes of the lecturers who care about absenteeism" (T11)

"Lecturers regard students who read books, improve themselves and do research as more successful." (T2)

"The activities we do during our extracurricular experiences affect the evaluation of lecturers." (T20)

"I think respectful and polite students will be treated more tolerantly." (T17)

"In order to have a higher-grade average in the courses, we should prepare for the next subject apart from studying, actively participate in the lecture, answer the questions and have a regular attendance." (T5)

### According to the Opinions of the Teacher Candidates the Factors Affecting Evaluation Process

The interviews with the teacher candidates indicated that there were some factors within the scope of the hidden curriculum that could affect the scores of the students apart from the official practices and exams. In this context, the views of teacher candidates about the factors affecting lecturers' evaluations within the scope of the hidden curriculum are presented in Table 3.

**Table 3.**

#### *Teacher candidates' views on the factors affecting lecturer evaluations*

| Factors influencing lecturer evaluations |  | <i>f</i> |
|--|--|----------|
| Caring to be attentive in class          |  | 49       |
| Taking care of responsibilities          | Timely handling of course-related responsibilities | 13       |
|  | Doing homework on time                             | 11       |
|  | Being prepared for class                           | 9        |
|  | Note-taking  | 1        |
|  | Being irresponsible                                | 1        |
| Obeying the rules                        | Attending class                                    | 15       |
|  | Disobeying the rules                               | 3        |
|  | Interrupting the lesson                            | 2        |
|  | Obeying school rules                               | 1        |
|  | Being late to class                                | 1        |
| Student attitude and behavior            | Being respectful                                   | 8        |
|  | Being devoted                                      | 4        |
|  | Excessive praise                                   | 2        |
|  | Being curious                                      | 2        |
|  | Being disrespectful                                | 1        |
| State of interest in the class           | Being involved in the class                        | 13       |
|  | Adaptation to the class                            | 3        |
|  | Interest in the lesson outside the class           | 2        |
|  | Doing extracurricular activities                   | 1        |
| Teacher prejudices                       | Liking the student                                 | 3        |
|  | Sex discrimination                                 | 3        |
|  | Grades from the exams                              | 3        |
|  | Teacher-parent relationship                        | 2        |
|  | Micro-nationalism                                  | 2        |
|  | Students' socioeconomic status                     | 1        |
| Communication                            | Teacher-student interactions in the classroom      | 9        |
|  | Teacher-student interactions out of the classroom  | 3        |

Table 3 highlights that the opinions frequently expressed by the teacher candidates are "participating in the lesson" ( $f=49$ ), "fulfilling responsibilities" ( $f=35$ ), "acting by the rules" ( $f=22$ ), "student attitudes and behaviors" ( $f=17$ ), "being interested in the lesson" ( $f=19$ ), "teacher prejudices" ( $f=14$ ) and "communication" ( $f=12$ ), and teacher candidates stated other factors affecting the evaluation process.

According to these findings, taking care to attend the lesson, fulfilling the responsibilities (T20), acting in accordance with the rules (T11), student attitudes and behaviors (T14), interest in the lesson (T20), teacher prejudices (T12; T15) and communication (T12; T16) appeared to

be the factors that lecturers took into account within the scope of the hidden curriculum in the evaluation process. Students' evaluation criteria such as paying attention to active participation during the lesson, fulfilling the responsibilities given, obeying the rules determined by the lecturers, students' attitudes and behaviors, interest in the lesson, teacher prejudices and communication with the lecturer were the factors that could affect them, in the process of evaluation within the scope of the hidden curriculum, for or against them. In this context, the findings highlighted that students' attitudes and behaviors towards success were shaped in line with the rules and expectations of the lecturers, and they were affected by the lecturer's perceptions of being successful as a result of their interaction with their lecturers. In this respect, the teacher candidates' below-listed opinions are noteworthy.

"I believe that higher grades will be received if preparation for the subject is made and participation in the course is ensured. Apart from this, similar results will occur when exams and assignments are completed and submitted on time." (T20)

"Receiving higher grades based on prior relationships or student's overpraising the lecturer affects it." (T14)

"Some lecturers can give more or fewer points because they are male or female. Others may give higher grades to students to whom they are closer to" (T12)

"They can give higher grades to the student coming from the same city as the lecturers. Or some lecturers can score according to gender" (T15)

"Being respectful towards lecturers and communicating in a polite language" (T16)

"Regular and punctual attendance to the lessons of our lecturers who mind absenteeism" (T11)

### The Opinions of Teacher Candidates on In-Class Practices

The interviews with the teacher candidates inferred that another situation that affected lecturers' assessment in the evaluation process within the scope of the hidden curriculum was the practices that lecturers applied in the classroom. The opinions of the teacher candidates about the practices used by the lecturers during the evaluation process are presented in Table 4.

**Table 4.**

#### *Opinions of Teacher Candidates on In-Class Practices*

| Lecturers' in-class practices         | <i>f</i> |
|---------------------------------------|----------|
| Hints                                 |          |
| Repetition of the lesson              | 3        |
| Providing class notes                 | 1        |
| Sharing class information online      | 1        |
| Book suggestions                      | 1        |
| Using grades as reward and punishment | 4        |

Table 4 indicates it is easily comprehended that the impressions of the teacher candidates put forward about the in-class practices of the lecturers are as follows: giving hints to increase the success of the students ( $f=6$ ) and using the grade as a reward or punishment ( $f=4$ ). These findings revealed that there were some practices aimed at increasing the grades of students and giving hints (T4) such as repeating the subject, sharing lecture notes, sharing information in an online environment, and suggesting books. In addition, lecturers can use grading as a reward or punishment in some cases (T3). In this respect, the teacher candidates' below-listed opinions are noteworthy.

"Filling in forms online, holding online meetings, and sharing information online." (T4)

"He uses grades as a reinforcer; thus, our interest increases in the subject. The lecturer is trying to create a positive classroom atmosphere." (T3)

### Conclusion and Discussion

School curriculums often consist of formally planned lessons with specific objectives. In addition to these curriculums, students experience an "unwritten" curriculum characterized by the lack



of planning. Theories about the hidden curriculum, on the other hand, focus on revealing how students experience an "unwritten" curriculum (Kentli, 2009). This study aimed to reveal students' "unwritten" curriculum experiences related to the evaluation process from the perspective of hidden curriculum theories. Teachers are required to include practices within the scope of the official curriculum in the evaluation process of students after the implementation of the curriculum. However, this study found that there were practices that lecturers considered in the evaluation process outside the official curriculum. Evaluation of students on factors such as taking paying attention to active participation in the lesson, being responsible and respectful, acting by the rules, getting involved in the activities that would contribute to their development, being involved in activities that would contribute to their own development, teacher's prejudices, students' attitudes and behaviors, teacher-student interaction, using grades as a hint and reward-punishment were expressed by the teacher candidates as the factors that lecturers paid attention to, in the process of evaluating students within the scope of the hidden curriculum.

First of all, the study examined the teacher candidates' views on some expectations from the students and their rules, despite these rules or expectations not being explicitly stated by the official rules. The study determined that active participation in the lesson was a situation that lecturers attached great importance to when evaluating students. Studies investigating the relationship between academic achievement and class participation in recent years revealed that it was necessary for students to keep participation high for student success during the teaching process and that lecturers needed to resort to some solutions for this (Çelik, Toraman & Çelik, 2018). The fact that lecturers care about active participation in the lesson in student success can be interpreted as one of the solutions that lecturers consider necessary. The student whose active participation is supported in the context implicit with high grades or success is, in a way, encouraged to participate actively in the lesson. Eryılmaz and Dereli (2011) stated that early interventions for non-participation in school and lessons were important. Teachers' implicit emphasis on attendance and active participation during the lesson can actually be considered as one of the early interventions to activate the interest of individuals during the learning process.

Another factor that lecturers created about being successful outside the official curriculum emerged as the fulfilment of responsibilities. All of the expectations such as fulfilling the responsibilities related to the course, doing the homework on time and taking notes were related to the characteristics of the individuals who took responsibility for their own learning. Changes in the fields of science and technology today have caused information not to be stable. This collective change has increased the need for individuals who are learning to learn (Özbulat, 2020), or in other words, individuals who take the responsibility to learn. The fact that the responsibility for the classes at the University of South Carolina belongs to the students and these responsibilities include attendance, doing the homework before coming to the lesson and coming to the lesson prepared (Kaya & Doğan, 2014) is similar to the opinions gathered in this study under the category of fulfilling responsibilities. Metacognition, which is expressed as being able to understand and monitor the assumptions, thoughts and results of one's activities (Lin, 2001), is closely related to students' ability to take responsibility for learning. Metacognition, which is considered necessary for individuals to actively construct knowledge in learning environments (Diken, 2021), is one of the remarkable results that emerged in the context of this research as a factor that was implicitly supported in the process of evaluating individuals who took responsibility for learning.

Another factor that emerged in this research was related to teacher prejudices. Teacher candidates stated that lecturers made a conditioned assessment against some student characteristics. In other words, it can be expressed as losing their impartiality by the inclusion of variables in the evaluation process such as gender, liking the student, the success of the student in the course and being from the same city. Özer, Gelen and Duran (2016) stated that teachers' prejudices and loss of impartiality were among the behaviors of inexperienced lecturers. There

are prejudices against students by teachers (Yaman & Güngör, 2014) and these prejudices are factors including students' socioeconomic status, gender and success (Yıldırım & Üstüner, 2021). In this context, the teachers' reflection of the prejudices such as the students who are successful in their courses or who have a good socio-economic status compared to other students or the thought that gender affects success in the evaluation process is similar to the results in the relevant literature.

In recent years, there has been an increase in research on understanding the factors that affect the learning environment at school or in the classroom. Hidden expectations, skill areas and social processes can both help and hinder student achievement and the development of belief systems. In this context, the hidden curriculum refers to the unspoken values, behaviors and norms that exist in the educational environment (Alsubaie, 2015). It is possible to see one of the situations in which teachers consider some implicit values in the evaluation process. The unconscious situations that the lecturers took into account resulted in the formation of some rules and expectations. These expectations and rules emerged in the context of the research were paying attention to active engagement in the lesson, being responsible and respectful, behaving by the rules, and getting involved in the activities that will contribute to their own development. Since expectations and rules such as active participation in the lesson and self-improving activities are situations that support the effectiveness of learners, they can be considered as an indicator that teachers use the hidden curriculum context positively with their classroom behaviors and teaching methods (Alsubaie, 2015).

In the context of the research, it supports the situation that the hidden curriculum can affect education in schools and that it is one of the problems of the curriculum when teachers cannot cope with well (Alsubaie, 2015) because it affects students' behaviors and beliefs positively or negatively. As a matter of fact, Özdemir (2018) determined in his research on the evaluation of the hidden curriculum that he conducted with teacher candidates that their views on evaluating the learning-teaching process were more negative than the other sub-dimensions. The result of this negative evaluation of the teacher candidates was associated with the teachers' inability to apply contemporary strategies, methods and techniques that would make students more active in the learning process. This supports the idea that teachers cannot cope well with the hidden curriculum. Another situation that is as important as the successful structuring of the hidden curriculum in classroom practices is the relation of teachers' perceptions of the hidden curriculum.

The hidden curriculum is very effective in forming the students' attitudes and behaviors towards the interactions in the school, the attitudes of the teachers and administrators towards themselves, the school climate, the values of the teachers and the learning environment created by the school. Thus, by noticing the hidden messages about what kind of experiences students will have and how they will behave, students and teachers can discover certain situations about which lessons and subjects are important (Çubukçu, 2012). Moreover, it plays an important role in shaping values, beliefs and behaviors (Gunawan et al., 2018; Gunio, 2021) and their professional development (Neve & Collett, 2018). In the context of the research, it is possible to say that teacher candidates were aware of some messages that lecturers took into consideration connected to the evaluation process. The teacher candidates stated that they were aware of such unintentional factors as being selfless, curious, excessively praising the lecturer and being respectful or disrespectful that could affect the grades they would receive as a result of the evaluation. These situations will undoubtedly have an impact on individuals' forming a set of behaviours and attitudes.

### **Implications and Future Research**

This study pointed out that the rules and expectations of the teachers within the scope of the hidden curriculum were effective in the evaluation process and the students regulated their own attitudes and behaviors in line with these expectations, and the lecturers gave clues to the students in terms of their success and they used the grade as a reward and punishment when

necessary. The study further highlighted that the lecturers did not act objectively in the evaluation process, and based on this, it is necessary to check the practices of the lecturers, especially regarding the evaluation process and to carry out studies in this direction. The hidden curriculum consists of a set of norms, beliefs, expectations or rules that are not clearly stated in the official curriculum.

Students, on the other hand, may fall into a disadvantageous situation because they do not know or realize the elements of the hidden curriculum that are not clearly stated but can affect their school or learning experiences. It is considered important for teachers to be good practitioners of the hidden curriculum to prevent these disadvantageous situations that students may suffer from. This study tried to reveal the traces of the hidden curriculum in the evaluation process in line with the opinions of the teacher candidates. In this context, the traces of hidden curricula in the evaluation process should also be investigated from the perspective of other stakeholders.

Another suggestion in the context of research is for professional practices to be carried out in education faculties. The study revealed that the hidden curriculum context had many effects, from individuals' understanding of the institutional culture and social adaptation process to their success in classes. For this reason, it is thought that by making positive use of the function of the hidden curriculum in both theoretical and applied courses, teacher candidates' adaptation to the profession, acceptance of the profession and success in the profession will be supported.

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## Genişletilmiş Özet

### Giriş

Öğretmenler, öğrencileri ile yaşamış oldukları etkileşimlerinde bilerek veya bilmeyerek ya da kasıtlı olarak resmi program kapsamı dışında öğrencilerine çeşitli mesajlar aktarmaktadırlar. Öğretmenler bu etkileşimlerinde kendi görüşleri, fikirleri, inançları, kuralları, beklentileri gibi

mesajları da öğrencilerine aktarabilmektedir. Mikro düzeyde örtük program, olması amaçlanan, yani eğitim sistemi ve kurum tarafından belirtilen, resmi programdan farklı olarak gerçekte öğretmenlerin ve öğrencilerin ne deneyimledikleri, bir tür fiili program olarak ifade edilmektedir (Sambell & McDowell, 1998). Öğretmenlerin davranışları, tutum ve inançları, yaklaşımları, değer yargıları, okul iklimi, okul kuralları gibi birçok etkenin (Tezcan, 2003) yanı sıra sınıf içerisinde yaşanan herhangi bir olay veya bir etkileşim sonucu oluşan etkileşim örüntüsü, onu yorumlamaları, algılamaları ve ona gösterdikleri tepkiler de örtük program kapsamı içerisine girmektedir (Sambell & McDowell, 1998; Tezcan, 2003).

Rowntree (1987), bir eğitim sistemi ile ilgili gerçekleri öğrenmek için, değerlendirme süreçlerinin incelenmesi gerektiğini belirtmiştir. Değerlendirme süreci, örtük programı da etkili biçimde ortaya çıkaran eğitsel uygulamalardan biridir. Her değerlendirme süreci, öğrencilere neyi, nasıl öğrenmeleri gerektiğini anlatan bir mesaj göndermektedir. Değerlendirme mesajları şifrelidir, kolayca anlaşılmaz, öğretim kadrosu ve öğrenciler tarafından genellikle farklı bir vurguyla ve farklı bir biçimde yorumlanır (Sambell & McDowell, 1998). Değerlendirme sürecinde öğretmenlerin bazen öğrencilerin akademik özellikleri dışında farklı özelliklerini de göz önünde bulundurdıkları ve bu doğrultuda öğretmenlerin öğrencilere daha yüksek ya da daha düşük notlar verildiği düşünülmektedir. Literatür incelendiğinde örtük programın öğrenci üzerine etkilerinin araştırıldığı (Adıay, 2011; Akbulut, 2011; Balboni vd., 2015; Bayanfar, 2013; Başar & Çetin, 2013; Çobanoğlu & Engin Demir, 2014; Kuş, 2009; Ornstein & Hunkins, 2014) ve değerlendirme sürecine yönelik öğretmen ve öğrenci algılarının incelendiği (Tuncel & Demirel, 2017) çalışmalara rastlanmış ancak değerlendirme sürecine yönelik olarak öğretmen uygulamalarının örtük program açısından incelendiği bir araştırmaya rastlanmamıştır. Bu bakımdan bu araştırmada, değerlendirme sürecinde öğretmen uygulamalarının örtük program açısından öğretmen adayları görüşlerine göre incelenmesi ve öğretmen adaylarının bu uygulamalar sonucunda örtük program kapsamında elde ettikleri öğrenmelerinin ortaya çıkarılması amaçlanmıştır.

## Yöntem

Araştırma yapılması öngörülen kişilerin sahip kendi öznel görüşleri, yaşantı ve deneyimlerine bağlı olarak ortaya çıkan anlamların, sistemli bir şekilde incelenmesinde nitel araştırma yöntemleri tercih edilmektedir (Ekiz, 2020). Nitel araştırmalar, sosyal olguları ve olayları kendi ortamlarında bütüncül bir bakış açısıyla ortaya koyma ve anlama amacıyla yapılan araştırma yaklaşımıdır (Yıldırım & Şimşek, 2016). Olgu ve olayların kendi ortamında bütüncül bir bakış açısıyla ortaya konulabilmesi için bu araştırmada nitel araştırmaya yöntemlerinden olgubilim deseni kullanılmıştır. Araştırmada verilerin toplanabilmesi için gerekli katılımcılar belirlenmeden önce Etik Kurulu'ndan gerekli izinler alınmıştır. Daha sonra 2021-2022 eğitim-öğretim yılında Covid-19 küresel salgının devam etmesi ve bu salgının yayılımının önlenmesi amacıyla öğretmen adayları ile yüz yüze ulaşıma fırsatının olmadığı görülmüş ve kolay ulaşılabılır örnekleme yöntemi ile katılımcılar belirlenmiştir. Gönüllü öğretmen adaylarına ulaşılmıştır. Bu doğrultuda Türkiye'nin Kuzey batısında yer alan orta ölçekli bir üniversitede Rehberlik ve Psikolojik Danışmanlık, Fen Bilgisi, Sınıf, Okul Öncesi, Türkçe ve Sosyal Bilgiler öğretmenliği bölümlerinde eğitimlerine devam eden 30 öğretmen adayı araştırmanın katılımcıları olarak belirlenmiştir. Araştırma verileri görüşme yöntemi ile elde edilmiştir. Araştırmada değerlendirme boyutundaki öğretmen uygulamalarının örtük program açısından incelenmesi amacıyla öğretmen adaylarına yönelik 5 soruluk yarı yapılandırılmış görüşme formu oluşturulmuş ve araştırma verileri öğretmen adaylarından yarı yapılandırılmış görüşme formları aracılığıyla toplanmıştır. Öğretmen adaylarından toplanan yarı yapılandırılmış görüşme formu sonucu elde edilen veriler içerik analizine tabi tutulmuştur. İçerik analizinde, araştırma soruları doğrultusunda birbirine benzeyen veriler, belirli kavramlar ve temalar çerçevesinde kodlanarak bir araya getirilip ve okuyucunun anlayacağı biçimde düzenlenerek yorumlanmıştır.

## Bulgular

Öğretmen adayları ile yapılan görüşmeler sonucunda, öğretmenlerinin örtük program kapsamında, sınıf içerisindeki işleyişe dair yazılı olmayan bir takım kural ve beklentilerinin olduğu ve öğrencilerin bu kural ile beklentilere uygun davrandıklarında daha başarılı olabileceklerini ifade ettikleri bulunmuştur. Buna göre öğretmenlerin örtük program kapsamında derste aktif olan öğrencileri, sorumluluk sahibi olan, sınıf içi belirlenmiş olan kurallara uyan, saygılı olan ve kendi gelişimleri ile ilgili aktiviteler içerisinde olan öğrencileri daha başarılı olarak gördükleri öğretmen adayları tarafından ifade edilmiştir.

Öğretmen adayları ile yapılan görüşmeler sonucunda, resmi uygulamalar ve sınavlar dışında öğrencilerin puanlarına etki edebilecek birtakım faktörlerin olduğu bulunmuştur. Öğrenciler, ders esnasında aktif katılım sağlamaya özen gösterme, verilen sorumlulukları yerine getirme, öğretmenlerin belirlemiş olduğu kurallara uyma, öğrencilerin tutum ve davranışları, derse karşı ilgi durumu, öğretmen önyargıları ve öğretmenle kurulan iletişim gibi faktörleri, örtük program kapsamında kendilerinin değerlendirilmesi sürecinde lehlerine ya da aleyhlerine etki edebilecek faktörler olarak düşündükleri bulunmuştur. Bu bağlamda öğretmenlerin kuralları ve beklentileri doğrultusunda öğrencilerin başarılı olmaya yönelik tutum ve davranışlarının şekillendiği ve öğrencilerin öğretmenleri ile etkileşimleri sonucu edindikleri başarılı olmaya yönelik öğretmen algılarından etkilendikleri görülmektedir.

Öğretmen adayları ile yapılan görüşmeler sonucunda, örtük program kapsamında değerlendirme sürecinde öğretmen değerlendirmelerini etkileyen bir diğer durum olarak da öğretmenlerin sınıf içinde yaptığı uygulamalar olduğu ortaya çıkmıştır. Buna göre konu tekrarı yapma, ders notu paylaşma, online ortamda bilgi paylaşımı ve kitap önerisinde bulunma gibi öğrencilerin notlarını artırmaya ve ipucu vermeye yönelik bazı uygulamalarının olduğu ortaya çıkmıştır. Ayrıca öğretmenlerin bazı durumlarda not vermeyi ödül veya ceza olarak kullanabildikleri ortaya çıkmıştır.

## Sonuç ve Öneriler

Öğretim programları, çoğunlukla hedefleri belirli olan ve resmi olarak planlanmış derslerden oluşmaktadır. Bu didaktik programa ek olarak ise, öğrenciler bilinçli planlama eksikliği ile tanımlanan “yazılı olmayan bir programı” deneyimlerler. Örtük programa ilişkin teoriler ise, öğrencilerin “yazılı olmayan bir programı” nasıl deneyimlediklerinin ortaya çıkarılmasına odaklanmaktadır (Kentli, 2009). Bu çalışma ise, örtük program teorileri ile benzer bir bakış açısıyla, öğretmen adaylarının değerlendirme sürecine dair “yazılı olmayan program” deneyimlerinin ortaya çıkarılmasını amaçlar. Öğretmenler programın uygulanması sonrası öğrencilerin değerlendirilmesi sürecinde resmi program kapsamında uygulamalara yer vermeleri gerekmektedir. Ancak yapılan bu araştırma sonucunda öğretmenlerin resmi program dışında değerlendirme sürecinde göz önüne aldıkları uygulamaların olduğu ortaya çıkmıştır. Öğretmenlerin başarılı öğrenci algıları, değerlendirme sürecine etki eden faktörler ve değerlendirme sürecinde öğretmen uygulamaları birlikte ele alındığında derse aktif katılmaya özen gösterme, sorumluluk sahibi olma, kurallara uygun davranma, saygılı olma, kendi gelişimine katkı sağlayacak faaliyetler içerisinde olma, öğretmen önyargıları, öğrenci tutum ve davranışları, öğretmen-öğrenci iletişimi, ipucu ve ödül-ceza olarak notun kullanılması şeklindeki faktörlerin öğretmen adayları tarafından öğretmenlerin örtük program kapsamında öğrencilerin değerlendirilmesi sürecinde dikkat ettikleri unsurlar olarak ifade edildiği ortaya çıkmıştır.