Hidden Curriculum and Educational Stress

Örtük Program ve Eğitim Stresi

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Öz

Eğitim kalitesi ve öğrencilerin motivasyonlarını etkileyen faktörler ile ilgili yapılan çalışmalar son yıllarda artış göstermektedir. Örtük program ve eğitim stresi algılama, alan yazında daha çok birleşenlerini ortaya çıkarmak amacıyla oluşturulan kuramsal çerçevelerde ele alınan kavramlardır. Bu bağlamda iki kavram arasındaki ilişkinin genç yetişkinlik döneminde olan üniversite öğrencilerinden oluşan bir örneklemde incelenmesi bu iki yapı arasındaki ilişkilerin risk faktörleri ve destekleyici faktörlerin anlaşılması açısından yerinde olacaktır. Araştırmada örtük programı ile eğitim stresi arasındaki ilişki incelenmiştir. Araştırma, 546 üniversite öğrencisi üzerinde yapılmıştır. Öğrencilere eğitim stres ölçeği ve örtük program ölçeği uygulanmıştır. Eğitim stresi ölçeği Sun ve diğerleri (2011) tarafından geliştirilmiştir. Örtük program ölçeği Akbulut ve Arslan (2016) tarafından geliştirilmiştir. Örtük program ile eğitim stresi arasındaki ilişki korelasyon ve yol analizi ile incelenmiştir. Araştırmada örtük program ve eğitim stresinin birbiriyle anlamlı düzeyde ilişkili olduğu bulunmuştur. Yapılan analiz sonucunda, eğitim stresinin, içerik, öğretme-öğrenme süreci ve değerlendirme gibi örtük programın alt boyutlarıyla pozitif yönde istatistiksel olarak anlamlı olduğu bulunmuştur. Yapısal eşitlik modellemesinde tüm değişkenler tek adımda test edilmiştir.Yapısal eşitlik modellemesinde eğitim stresinden örtük programa doğru modelleme elde edilmiştir.Öğrencinin algılanan örtük program algısı algılanan eğitim stresini etkilediği sonucuna ulaşılmıştır. Bulgular kavramlarla ilgili alan yazınında edinilen bilgiler ışığında tartışılmıştır ve ileride bu alanda yapılacak olan çalışmalara ışık tutacak nitelikte olduğu düşünülmektedir.

Abstract

Studies on the quality of education and the factors affecting the motivation of the students have increased in recent years. Hidden curriculum and education stress perception are concepts that are dealt with in theoretical frameworks designed to reveal more unions in the educational literature. In this context, the examination of the relationship between the two concepts in a sample of university students in young adulthood will be in place to understand the risk factors and supporting factors of the relationship between these two structures. Relation between hidden curriculum and educational stress has been examined in this study. Research about this study was completed with 546 university students. Educational stress scale and hidden curriculum scale have been applied to participants. Educational stress scale was developed by Sun et al. (2011). Hidden curriculum scale was developed by Akbulut and Arslan (2016). The relation between hidden curriculum and educational stress has been examined by correlation and path analysis. It was found in the study that hidden curriculum and educational stress were significantly related to each other. According to correlation analysis, statistically meaningful relation was founded between educational stress and sub dimensions of the hidden curriculum; content, learning and teaching process and evaluation. Using SEM, all the parameters of models can be tested simultaneously in one step. The specifications on the model were for direct paths from educational stress to hidden curriculum. The conclusion that student's perceived hidden curriculum affects perceived educational stress has been reached as a result of the present study. Hidden curriculum have significant effects on educational stress. Results are discussed within the extent of the related literature.

1. Introduction

Hidden Curriculum

Teachers mean formal and planned curriculum when the subject is education and school. Although students meet with an unwritten curriculum too (Wren, 1999). Because not only academically objectives but also opinions about students or other people has been transferred to them (Wideman, 1973). In Posner's (1995) detailed that there has been 5 types of curriculum in school. These are formal curriculum, informal curriculum, extra curriculum, null curriculum and hidden curriculum. While the 'null curriculum' includes the subjects dismissed from curriculum because they are unimportant, extra curriculum means the activities that the students are involved in but they are not obligatory (LeBlanc, 2007). When the 'hidden' term is taken into consideration, someone thinks the harmful and purposeful side of the education (Hubbard, 2010). Formal curriculum includes defined and planned goals and objectives. On the other hand, hidden curriculum includes the values which are transferred by social relationships and teachers (Giroux, 2001). Hidden curriculum firstly defined by Philip Jackson in 1968. According to Jackson (1968), hidden curriculum includes given messages at schools about authority, business and social rules because it is used as an aid to teach obeying and being coherent with the society. In addition to these, Michael Haralambos (1991) says it is gained by going to school even if it is not written as a goal. Sockett (1992) summarizes it as the difference between the written curriculum and the unplanned experiences of students. Hines refers to unspoken norms, values and beliefs are transferred implicitly (Angela, 2013). Moreover, Herzog (1979) states that hidden curriculum is in the thoughts and beliefs even it is not written and it reflects school's real content. Solivian and others have a similar perspective and these ideas as informal messages which are transferred by social environment (Bower, 2009). According to Anderson it is the unforgettable message gained by experience (Martin, 2014). In other saying, it can be summarized as the unplanned, undefined and unwritten side of education (Paul, 1996). Helstead and Taylor (2000) define the school culture as teacher's attitudes and behaviors, communication and student's participation. Especially, the specialties of the culture as wearing styles, body language in communication, and respect to common life are the most important indicators of hidden curriculum (Abdulsalam, 2008).

According to Mariani (1999) hidden curriculum looks like an iceberg and it has implicit part as the part under water. Since school is a social environment and it has been shaped by the community's history, norms and values (Susan and Ruane, 1989). Moreover, Geikwad (2010) points that teacher's use the hidden curriculum as an aid to reflect values to students. Kohlberg also supports this idea and he uses the term 'moral bridge' for hidden curriculum because it means the social relation between teacher and student (Wren, 1993). As Ehman (1980) emphasizes democratically education in schools is taught with school culture instead of course content. Lynne (1985) stresses that hidden curriculum is effective to reshape the culture.

In this regard, hidden curriculum mediates routing the values and maintaining the traditional class with the help of powerful messages about authority, hierarchy; control (Hawk, Takala, Yannis, 2001). Ito (2008) appoints that hidden curriculum appears as a social control and aims to maintain as school building, rules and procedure of using the resources. It applies implementation in the school or out of the school even if it doesn't occur in formal curriculum. It appears as a result of both conscious implementations and unnoticed ones. It has more effects on the students when it is compared with formal curriculum. It also occurs both negative and positive learning.

Hidden curriculum transfers information more than formal curriculum in school. Social changes, political bases, cultural consequences of modern educational activities take part at the backstage of it (Jackson, 1968). Value judgment of teachers and administrators of the school, quality of school atmosphere, interaction which is provided by school, unwritten rules of school, obey to authority and lots of cultural factors appear in the hidden curriculum so it can be identified unnoticed oppression and disappointment which takes part out of the formal education (Cribb and Bignold, 1999). On the other hand, Margolis (2001) appoints that hidden curriculum has been ignored although it is seen as culture and communication items. Gordon also highlights another point that hidden curriculum is seen that physical, cognitive and social environment (Paul, 1996). Jacobson (2008) divides it as 'powerful hidden curriculum' and 'weak hidden curriculum'. According to Jacobson (2008), weak hidden curriculum makes individuals role players who live coherently with daily rules and culture but powerful hidden curriculum saves social discrimination and powerful groups. With another perspective Margolis and Romero (1998) stated that weak hidden curriculum is the professionalization process of an institution and powerfull hidden curriculum is an aid to sustain the social relations. Margolis and Romero (1998) underlined that powerful one includes labelling, blaming and excluding. Although educators search about this issue, it is common since it can not be identified completely without concrete factors (Abdulselam, 2008).

Educational Stress

Stress, firstly taken hand by Hans Selye as a term of his study based on the Dr. Walter Cannon's survey which is about

living's fight reaction to threatening situations (Teller, 2010). At the end of laboratory studies, Selye identifies the stress as body's reaction to a situation (Saleh, 2009). It can be also identified as people's fighting form with struggles of life (Balamurugan and Kumaran, 2008). On the other hand, Folkman and Lazarus (1984) claims that stress arises from the imbalance of targated things and available ones. It can be encouraging for people to make effort to reach aim, gain a career or promotion (Saleh, 2009). Athough these behaviours direct people to use abilities at best level (Health Advocate, 2009). White (2009) uses the term 'optimal performance zone' for these positive outcomes. However stress has negative effects too (Persau and Persaud, 2015). Reactions of the body can be physical, mental or psychological (Balamurugan and Kumaran, 2008).

Educational stress is also named as academical stress and it is referred to anxiety and trouble resulted from academical experiences (Sun and et al., 2011). It is also identified as the possibility to make a mistake, efforts to escape from it and phsychological trouble when this mistake happened (Grupta and Verma, 1990). According to a survey which is implied in America in 2009, being successful at school, responsibilities and homework load issues indicated stress resources of students (Munsey, 2010). Most of the researches showed that female students feel educational stress more than male students (Bhansali and Trivedi, 2008; Byrne et al., 2007; de Anda, 1997; Dorland, 2005; Margot, 2007). On the other hand, Chen and others (2009) indicates that male students show a tendency to negative problem solving ways more than female students. For example, while female students prefer consultancy service, talking with others or consuming relaxing foods, male students can prefer to take addictive (Oswalt and Riddock, 2007). Age and maturity are important factors for level of stress feeling (The American College Health Association, 2008).

According to Ramirez (2009) each individual feel stress because of different reasons. Furthermore, educational stress affects form the families, other students, school administration even state politics (Corner et al., 2009). Some families desires preschooler children to learn literacy, to make transaction about math, also they believe this learning at the early age makes their children more successful (Clemmitt, 2007; Curwood, 2007; Jacobson, 2008; Scott, 2008). Students at the low income schools feel under pressure because they don't have adequate abilities to 'being ready to school' (Tyre, 2006). Additionally, children who worry about income have to work on part time works (Rajekars, 2013). But Gudrun and others stated that children who work have less time to study and they feel stress because of this situation (Callender and Wilkinson, 2012). Unfortunately, this factor is stated to reason of school drop out for 47 percent of first grade students (Advisory Committee on Student Financial Assistance, 2012). Classes which gather developmental, cultural, gender, economical properties are identified as suitable for development. Classes and lessons should give opportunity to learn with experience (Blazer, 2010). Factors like lighting, ventilation and being isolated from the noise also affect student's attention (Schneider, 2002). It is observed that children feel stress when these circumstances are reached (Copeland 2008; Killby,2009). Homework load causes students to feel unhappy since they do not have adequate time to spent for themselves, their families or friends (Corner, Galloway and Pope, 2009). Completing too much work in limited time leads to feel anxiety and reduce motivation (Balamurugan and Kumaran, 2008). Spending personal time to tasks about school made students feel disturbed (Suldo et al., 2009). Most of the students stated that they spend 6-7 hours in a day except school time to study (Pope, 2010). Even, they are obligated to allocate weekends and holidays for this task (Balamurugan and Kumaran, 2008). Because lots of lectures obtain homework and projects at the same time (Britz and Pappas, 2010). One of the stress factors for students is exam anxiety (Balamurugan and Kumaran, 2008). Since there is a pressure from their families or academical environment to reach high grades (Blazer, 2010). About this issue, Kohn (1999) states that real aim to attending school have become to gain high grades instead of learning. Thus, students try the tricks like cheating or reaching questions before the exam (Margot, 2007). Also competition among students harms their friendship (Fallin et al., 2001; Mathews, 2006; Sedere, 2010; Scott, 2008; Ramírez, 2009; Reece, 2008). Moreover, some students bully friends with academicals anxiety (Killby, 2009; Large, 1999; Scott, 2008). If each member doesn't effort for the same aim at a project, it causes children to feel nervous (Britz and Pappas, 2010). Studying together with incompatible friends increases students' stress (Awino and Agolla, 2008).

Teachers have perspectives and characterical specialties which shapes their self-management (Lavoie, 2006). They reflect these specialties even they effort to behave naturally and they do not realize reflections (Roherer, 2002). According to Waller (1932) teachers desires students accepted their true. Although they do not realize this situation or they ignore even it is realized (Herzog, 1979). Regrettably, it is thought that this situation leads students to feel stressful. Because students also have worldview and they have responsibilities about lots of lectures and about life out of the school. It causes students to feel inadequate and powerless. Moreover, homework load, fail anxiety, problem for inefficient communication with teachers reveals educational stress (Brougham, Zail, Mendoza and Miller, 2009; Chao, 2012; Darling et al., 2007; Otrar, Ekşi, Dilmaç and Şirin, 2002; Ross, Niebling and Heckert, 1999). It is stated that the students perceive the stress that they perceive when they get too much expectation from themselves (Conner et al., 2009; Copeland, 2008; Sedere, 2010; Wilde, 2008). As a result of the study, it was stated that students felt physically sick because

of their lack of self-confidence in the face of educational stress. For this reason, it is thought that it is possible to find out whether there is a relationship between the hidden curriculum perception and the educational stress perception, which will contribute to this situation (Balamurgan and Kumaran, 2008). Investigating relationships between hidden curriculum perception levels and educational stress perception levels in a sample of university students in young adulthood can provide important information.

Present research's aim is to examine the relation between perceived hidden curriculum and perceived educational stress in study group which occurs university students. It is very important to consider the hidden curriculum and the educational stress which are perceived by the university students as being exposed to the leadership of the teachers. Perceived hidden curriculum and perceived educational stress have mostly handled in theoretic frame to reveal their components. In this regard, examining the relation between these two concepts in a sample which includes university students are in young adult stage will be beneficial to reveal risk factors and supportive factors. While one of the aims of this research to investigate the relation between hidden curriculum and educational stress. Another aim is to survey the situation that whether student's perceived hidden curriculum affects perceived educational stress or not.

2. Method

Participants

The present research, which is designed in the type of convenience sampling in the quantitative research design, is a study which has the features of the relational model aiming to examine the relation between two variables. Although it is not possible to make definite inferences about cause-effect relations in such studies, useful conclusions can be made about possible causal relationships. Convenience sampling was used in the selection of participants. "Convenience sampling " method, which completes the sample, starting with the easiest participants to reach to the number of university students required by the researcher.

Participants of the study were 546 university students (389 (72%) were female and 157 (28%) were male in Sakarya University. Students' ages ranged from 18 to 29 years (M= 20.7).

Measures

Hidden Curriculum Scale

The hidden curriculum scale developed by Akbulut and Arslan (2016) was used to measure the perceived hidden curriculum levels of the participants. The tool to measure the perceived hidden curriculum is a self-report scale and it is applied as paper-pencil test. Participants answer by marking the numbers between 1-5 with 5 likert rating.

With a comprehensive literature research, information about hidden curriculum has been analyzed before the preparing of hidden curriculum scale and it's affected to form the theoretical base of it. In addition to literature scanning, items of the similar scales have been examined. So, the information which is thought to measure the structure of the hidden curriculum has been formed as a scale item. This scale obtains 21 items in 3 dimensions. Moreover it gives a general total score about perceived hidden curriculum.

As a result of the descriptive analysis about hidden curriculum survey, item averages change between 0.22 and 0.62, standard deviation changes between 0.69 and 1.12 also internal consistencies (Cronbach Alpha) is 0.88. Reality co-efficient of sub-dimension was found .84 for content, .84 for teaching and learning process and .61 for evaluation. Kaiser-Meyer-Olkin coefficient and Barlett Sphericity test was calculated as a result of explanatory factor analysis. Explanatory factor analysis was repeated by limiting the factor number with three by considering the literature and the aim of the study. The fit indices values was found $\chi2= 844.57$, sd= 186, RMSEA= .074) in confirmatory factor analysis which is implemented for three dimensions model.

Education Stress Scale

In order to measure validity and reliability of the educational stress scale that developed by Sun and others (2011) also adapted to Turkish by Akın, Arslan and Gediksiz (2012), it has seen that five dimensions showed conformity with the model of the scale. Moreover it is found that significance value is (x^2=123.49, df=88, p=0.00001), conformity index is (RMSEA=.037, SRMR=.041.), internal consistency is .87, item total correlations changes .40 and .60 also factor loading changes between .68 and .95. Perceived Educational Stress Scale which is developed by Sun, Dunne, Hou and Xu (2011) to measure the perceived educational stress of the participants, is 5 likert scale because participants answers by remarking a number between 1 and 5. Scale contains 16 items. (It includes five dimension as work load, worry about grades, desperation, self-expectation and study impression). In consequence of the descriptive analysis item averages

changes between 16 and 80. Internal consistency is 0.82 for item total, is 0.79 for study impression, is 0.73 for work load, is 0.69 for worry about grades, is 0.64 for desperation and is 0.65 for self-expectation.

Procedure

Participants were chosen with convenience sampling method. Convenience sampling is one of the in coincident sampling techniques and researcher chooses accessible and favorable participants. The data of the study were collected by the researcher during the course hours of the students voluntarily participating in the study. The collection and analysis of the data of the study was made without the names of the participants. Data was obtained with correlation and path analysis.

3. Results

### Descriptive Data and Inter-correlations.

According to correlation analysis findings given Table 1, statistically meaningful relation was founded between educational stress and sub dimensions of the hidden curriculum; content (r= .25**), learning and teaching process (r=.25**) and evaluation (r=.16**)

Table 1. Descriptive statistics

Variables	Content	Learning process	Evaluation	Educational stress
Content	1			
Learning process	.62**	1		
Evaluation	.05	.08	1	
Educational stress	.25**	.25**	.16**	1
Mean	24.6	18.1	13.4	49.1
Sd	6.4	5.7	3.08	8.03

**p < .001

The features on the variables were on paths from educational stress to hidden curriculum. The consequences of testing whether hidden curriculum has a effect on educational stress showed in Figure 1.

Chi-Square=1676.31, df=605, P-value=0.00000, RMSEA=0.057
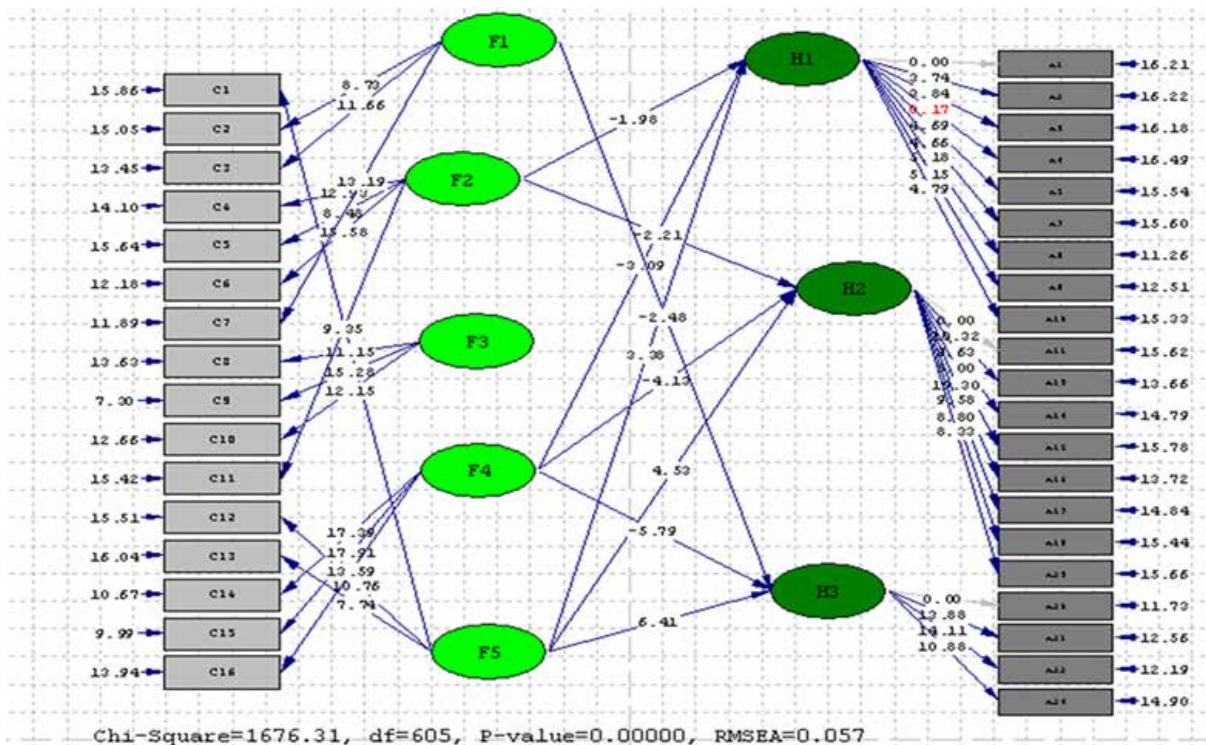
F1:, Pressure from study F2: Workload,F3: Worry about grades, F4: , Self-expectation F5: Despondency, H1:Content , H2 learning process:,H3:Evaluation

Figure 1. Path analysis between educational stress and hidden curriculum

Figure 1 displayed the fit of the variables is acceptable values (χ2=1676.31,df=605, p=.00, RMSEA=.057, IFI=.90, CFI=.90, NNFI:.89, NFI=.86, SRMR=.066). It can be seen that hidden curriculum have significant effects on educational stress.

4. Discussion and Recommendations

This study's aim is to state the relation between hidden curriculum and educational stress. Results show that there is positive relation. At the same time, it is revealed that student's perceived hidden curriculum is an important determinant for perceived education stress. It is aimed to determine type of the relation between university student's level of perceived hidden curriculum and perceived educational stress. Examining of the perceived hidden curriculum level and educational stress level in a sample which was obtained university students may give important information. In addition to this, there is no Turkish or another language study in literature which handles these two terms together.

It has been stated that student's perceived stress becomes chronical when they confronted with too much expectation (Conner et al., 2009; Copeland, 2008; Muir, 2006; Otacıoğlu, 2016; Sedere, 2010; Wilde, 2008). Because of this it is thought that revealing the relation between perceived hidden curriculum and perceived educational stress will contribute to this issue and will create consciousness (Balamurgan and Kumaran, 2008). In the problem sentence of the study, the relationship between level of hidden curriculum perception and level of educational stress perception examined and a meaningful-positive relation was observed, this relation was seen at three dimensions which are content, process and evaluation. While Vallance (1983) showed the structure of the class and teacher-student relationship in the hidden curriculum's dimensions, D'Angelo (1981) indicated that students feel empowered because teachers becomes a control mechanism in the class. Interaction of the teachers, structure of the school, decision mechanisms and student's time and place concept are under the value leading (Thomas, 1990). Adıay (2011) carried out his survey with 7th class students and observed class climate. He examined the study in 3 dimensions which are teacher-student interaction, interaction of the students with each other and reactions to different thoughts.

Students say their math teachers behave nice to them although they give punishment if students don't obey the rules and shout them. Also they states that it was taken normally and seen as a need to discipline of the class. Otherwise questions was asked by teachers, they decides to true information or ideas and it is indicated that students have give up their ideas and they have adopted teachers' ideas and it is interpreted by researcher as students finds teacher's ideas valuable because of their status. On the other hand it can be seen as a cause for children to be appreciated by teachers and not to have problem with them (Ahola, 2000). Maguire (1977) conducted his study by observing discussions were done by students who have different ethnicity about values in specific literature works. He also observed teachers speak frequently at the discussions and education is teacher centered even if they suppose collaborative learning instead of reflecting their own values. On the other hand teachers directed some issues to discuss at the home instead of school.

Because Parsons and Beauchamp (1985) saw that education was seen as a mentor-protege relation by teachers and there was no tool to evaluate them by students, they developed a form with four dimension which are teaching techniques, individual and professional quality, class management, communication skills. It is indicated that rising of the expectations and decreasing of the social support and self-control increases the stress (Johnson, 1988). Communication with the teachers also was seen as another factor (Sgani Kohen and Lowental, 1988).

With the help of this idea, it is thought that negative relations with peers, parents and teachers, feeling inadequate and excessive task loading increase student's educational stress (Sun et al., 2011). Ross and others (2008) aimed to research the factors which cause stress in university students. The study was carried out with students from different class, gender and background at the Midwestern University. New responsibilities item had the highest score in the individual reasons category. On the other hand, the highest score was over tasks at the academicals reasons category and unsuccessful to reaching a good grade is the second highest item. These findings are related each other because inadequate time to many tasks is one of the educational stress (Misrar and McKean, 2000). 'Discussing with teachers' item shows lowest score so it can be interpreted either there is a positive relationship between students and children or students avoid from discussing because of the grade fear. Reyes (1996) also carried out his study about relation between educational stress and success in language, reading and math in the sixth, seventh and eight class students who study bilingually in Latino American secondary schools. In accordance with the findings, it was seen that grade average, family and relation with the teachers are influential on the educational stress, performance of the students affects their thoughts about themselves and they worry about teacher's thoughts. These findings were interpreted by the researcher as that grades will decrease when educational stress increase. Since the class atmosphere which students feel uncomfortable and fear of grade leads stress in addition to mass of the home works and exams (Frazer and Kohn, 1986). Moreover students' effort to make

their family happy as their teachers and their perception about educational stress increases when their family oppress for high grades (Sun et al., 2011). This study can help to have an idea about the relation between university student's level of hidden curriculum perception and level of educational stress. Thus, the educational settings which were based on empathy can be created. It is thought that given information with the help of literature and findings will contribute to teachers for criticizing themselves, to students for expressing themselves, to creating more democratically class atmosphere by reviewing discipline and teaching methods. On the other hand, that aim is to prepare a resource for the possible researches in the future about hidden curriculum perception and educational stress. It is expected that findings of this study will help to stakeholders who study about hidden curriculum perception and educational stress. There are some interdictions at this study. Primarily, it is not possible to generalize different age groups because sample includes only university students. Secondly, correlation analyses don't led to deduce about causation. Finally, evaluation of the hidden curriculum and educational stress by using self-assessment scales can be restricting causes for social answers. The study also includes suggestions for prospective studies. Relation between the hidden curriculum and educational stress can be researched according to different variables. In addition, seminars can be given to teachers on the elements of the hidden curriculum that cause educational stress. According to research findings, as the class level of the students increases, the educational stress increases. Based on the factors that guidance services for students can be increased. Research is a quantitative study for this reason experimental and qualitative studies on hidden curriculum and educational stress concepts will provide significant contributions to understanding the relationships between these constructs.

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