

The Degree of Implementing the Elements of Hidden Curriculum in Physical Education Lesson

Dr. AL-Khrisat, Fatima Alzghoul Nahed Prof. Hussein Abdelsalam

ABSTRACT

The present study aimed to identify the degree of implementing the elements of hidden curriculum in the lesson of physical education from the point of view of the academic supervisors of field training students in the faculty of physical education at the University of Jordan. In addition, it aimed to identify the statistical differences in the degree of employment elements hidden curriculum in the lesson of physical education from the point of view of the academic supervisor, attributed to the variable of the academic experience of the supervisor. The researchers adopted the descriptive approach to its suitability and objectives of the study. The sample of the study was composed of all academic supervisors on field training students for the first semester 2018/2019 at the faculty of physical education at the University of Jordan. Mathematical averages, standard deviations, relative importance, and t-test were used to answer the study's questions. In addition, a questionnaire was developed based on the HOSFORD elements of the hidden curriculum, which consists of (Time on task, Expectation, monitoring, problems assigned the student, class setting and organization of work). The results of the study showed that the field training students have a high degree of employing the elements of the hidden curriculum during their classes. The degree of employment is relatively important (68.20). The results showed that there isn't any statistically significant difference that can be attributed to the years of experience at the level of α (0.05) between the averages of the field of employing the elements of the hidden curriculum in the share of physical education from the point of view of academic supervisor in field training students in the faculty of physical education. The researchers recommended shedding light on the hidden curriculum in theoretical subjects such as curricula and methods of teaching and clarifying the importance of the hidden curriculum of the student and the teacher in the school during field application.

Keywords: Hidden Curriculum, Academic Supervisor, Field Training

DOI: 10.7176/JEP/12-1-07

Publication date: January 31st 2021

Introduction

School curricula have many forms, such as: (a) formal curriculum; (b) informal curriculum; (c) null curriculum; and (d) hidden curriculum. The formal curriculum consists of a set of explicitly stated requirements (e.g., rubric) that serve as official guidelines for how to engage with and evaluate the quality of the works of students and teachers. The informal curriculum consists of learning that occurs via personal interactions in the classroom or work spaces. The null curriculum represents the elements that are not taught in a classroom due to mandates from higher authorities, a teacher's lack of knowledge or comfort-level about a topic, or stem from deeply ingrained biases and assumptions about a topic (Kentli, 2009)

There is a need for following up and developing the curricula of sport education and its specialties in line with the developments of the modern age in an effective system that achieves comprehensive educational values. The learner has an active role in society (Hussein, 2011)

The design and development of the curricula program in a school play a critical role in students' learning experiences. Tyler (1949) defines the learning experiences as the interaction that occurs between the learner and the external conditions in the environment. Learning occurs through the active behavior of the student. The students learn through the acts he carries out rather than the teachers' acts.

In **this context**, hidden curriculum occurs in real learning environments where the official curriculum is performed. Curriculum is usually perceived as an expressed, conscious and officially planned course with its own goals. However, besides the didactic curriculum, students also experience an "unwritten curriculum" that is considered informal and unscheduled.

However, besides the didactic curriculum, students also experience an "unwritten curriculum" that is informal and unscheduled. Kentli (2009) believes that curricula include values, and offers students the opportunities to interact and socialize. Shepard and Jensen (2002) point out that every aspect of the expressed curriculum has a hidden message together.

It has been suggested that cultural mores and customs norms, values, belief systems, attitudes, knowledge and behavior, specific tendencies, beliefs, affinities, expectations and motives, ethical issues, values and perspectives, social and cultural value, rules, and assumptions, organizational values and professional culture, patient-centered behaviors, knowledge, ideas and practices, norms of independence and success features of similarity and differences with others are included in the hidden curriculum.

The Hidden curriculum

The use of the term "covert learning" is the result of the covert approach to John Dewey. The latter scholar used the term "colonial learning" to show the students' attitudes through their practical lives (Portelli, 1993). Later on, he wrote about the hidden approach. Jules Henry (1966) developed a scheme of interaction between culture and education. The writings of Philip Jackson in 1968 and Friedenbergs were published. The purpose of this word was to uncover the hidden role of the school in instilling values and promoting behaviors among students in the classroom without planning.

Through a book named *Life in the Classroom*, Philip Jackson says the school is a place where students sit together, enjoy, wait, raise their hands, discuss and work together, and stand in rows. All these experiences occur automatically and without being noticeable. However, interactions involve messages and content. It affects the way students develop socially in classrooms and schools. It often affects students' academic achievement (Abdel Badi, 2006)

The hidden curriculum takes several names, such as the hidden approach, the unwritten curriculum, the informal curriculum and many other names. It may be defined as a set of acquired values resulting from social interaction at school. Those values are adopted without planning and affect student behavior, and also affect the formal approach. The school community consists of a group of individuals with a network of social relations, working in a framework of participation and exchange of opinion and experience. Those values are adopted without planning (Harb, 2007).

When examining the educational system, it can be noticed that the teacher is the backbone of this system and the cornerstone of the educational process, valid in its validity, corrupting its corruption, and the indicator of the success of any system, which is the first important factor. In this regard, one should realize that the teacher's message is now more important than before. The teacher has a comprehensive cultural role, and therefore the reconsideration of the cultural roles of the teacher has become a major duties of educational leaders, educational, social and political in general.

Carothers et al. (2018) conducted a study titled (Hidden Professional Methods of the Faculty of Engineering). They aimed to understand the meaning of the concept of the hidden curriculum, or the unwritten, informal and unintended lessons, on the professionalization of faculty members in institutions of higher learning. It was found that the gender and institution affects the achievement of professional expectations in this area. The results point to the complex understandings and cross-cutting facts of many engineering faculty and hope that through their results, awareness of the challenges and obstacles in these professional environments can be created.

Kentley (2009) conducted a study that sheds a light on the theories of hidden curricula. He aimed at discussing the theories on the hidden method. It was found that there is a statistically significant correlation between the hidden

curriculum and the social interactions within a particular environment. It was found that the hidden method lets the students acquire several skills.

konidari & Abernot (2008) aimed at revealing the importance of the hidden curriculum in the classroom. All the beliefs, values and concepts of the student in an informal way, as demonstrated the importance of the hidden curriculum in the development of socialization of the student. It was found that the hidden curriculum let the students realize that they should refrain from taking their own opinions and personal desires into consideration in some cases.

Sources of the Hidden Curriculum:

There are many sources of the hidden curriculum. Hidden curriculum has many sources, such as:

(Home, media, teacher behavior and interaction with students, student interactions, school management styles, school buildings and equipment)

Elements of the hidden curriculum

Philip Hoseford is interested in the hidden curriculum. He was appointed as a member of the committee responsible for testing teachers who wanted to practice the teaching profession. He noticed that ten teachers didn't pass the test. He and the members of the committee tried to help those ten teachers. When the members of the committee entered the classes of those teachers, they noticed that those teachers have much knowledge in their specialty. However, those teachers aren't able to manage the classroom, and their relations with the students were very poor. Thus, the percentages of absent students in their classes are high. When those students were asked about the reason for their absence, they expressed feelings of hatred for their school. It turns out that those teachers have a tendency to control students. Thus, students lose their desire to attend classes at school. (Hosford, ph.1984)

Hence, Hoseford introduced the term "hidden curriculum" if the ability to achieve three goals (the desire of the students to learn, develop the sense of self and accept it, and respect others), and HOSFORD spoke of a set of basic elements that fall under each element of the TEMPO. From the development of an integrated system to measure the ability of teachers to teach and how they affect their students through interaction between the three main elements (teacher, learner, material).

Hoseford developed an integrated system to measure teachers' teaching abilities, called TEMPO, with a subset of sub-components:

- **T: Time on task /real time of teaching**
- **E: Expectation**
- **M: Monitoring**
- **P: Problems Assigned**
- **O: Organization**

Statement of Problem

In the field of training in physical education, there is a need for good preparation for teachers, especially in light of the exposure of the profession to the lack of interest threatening its position among the other educational fields, so the student at this stage has collected an excellent knowledge of the theoretical, practical, and scientific and has the best experience. Areas of teaching through courses interested in preparing the student to become a teacher of sports education is able. The problem of the study stems from the importance of the hidden approach in the sport

education sector, and that any source of the trainee can have a negative or positive impact on the behavior and performance of the student and on acquiring a set of values and customs. At this stage, planning and preparation must be done in advance for the success of the educational process if it is intended or unintended. The two researchers, through their work in the faculty of physical education and their experience in supervising field training students and their interest in the subject of the hidden curriculum, to research through this study and identify the degree of employing the elements of the hidden curriculum during the physical education lesson for field training students from the point of view of academic supervisors.

The Significance of study:

Instructing field training students and academic supervisors to the importance of the hidden curriculum and its components and it can be measured contrary to what some critics say about the difficulty of measuring the hidden curriculum. The importance of the study also in the subject addressed by the fact that the Arab studies that are looking at the elements of the hidden curriculum and its importance is few and most of these studies interested in the theoretical side only and neglected the applied aspect and research, the study came to enrich the Arab libraries on this subject and to guide interested in research in the hidden method deeply

Objective of the study

This study aimed to identify the degree of employing the elements of the hidden curriculum in the lesson of physical education from the point of view of the academic supervisor of field training students at the faculty of physical education at the University of Jordan. It aimed to explore whether there are statistically significant differences between the respondents in terms of the extent of employing the hidden curriculum which can be attributed to experience.

Research Questions

1 - What is the extent of employing the elements of the hidden curriculum in the lesson of physical education from the perspective of the academic supervisors in the field training students in the faculty of physical education at the University of Jordan?

2 - Are there statistically significant differences between the respondents in terms of the extent of employing the hidden curriculum which can be attributed to experience?

The methodology and procedures of the study

The researchers adopted a descriptive approach.

The study's population:

The study's population consists from all the academic professors supervising the trainees in the field training course during the first semester 2018/2019. To be specific, it consists from ten (10) supervisors

The study's sample:

The study's sample consists from nine (9) academic supervisors of the trainees in the field training course. Those supervisors were selected during the first semester 2018/2019.

The study's instrument

Based on the relevant theoretical framework and previous studies, the researchers developed a questionnaire. The initial version consists from (22) items and targets four areas. This questionnaire is developed based on the references of hosford (1984), Persian (2012) and Abu Aldabat (2009).

Means are classified into the following levels: (very low / low / medium / high / very high)

Reliability of the Instrument

Table (1) presents the Cronbach Alpha coefficient values for the items of the instrument

Variables	No. of Items	Reliability
Real time of teaching	5	0.743
Teacher's expectation	5	0.758
Problems that assignend students	5	0.859
Controlling and organizing the class	7	0.849
Total	22	0.897

Table (1) presents the Cronbach Alpha coefficient values for the items of the instrument. The values are within the ranges of (0.743- 0.859). The total value is 0.897. The reliability mentioned values reflect a satisfactory reliability as these values were > 0.60 given that the maximum value that could be reached is (1.00) and is considered as ideal result, since the result expressed above are close to 1, a conclusion of a high reliability can be driven. Hair et al. (2010) provide that while a value of 0.70 is generally agreed upon as an acceptable value, and values as low as 0.60 may be acceptable for exploratory research.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis*: Pearson College Division.

Analysis of the First question

Q.1. What is the extent of employing the elements of the hidden curriculum in the lesson of physical education from the perspective of the academic supervisors in the field training students in the faculty of physical education at the University of Jordan?

Mean indices (MI), means, and standard deviations are calculated for each dimensions. The results are included in table (2).

The following formula was classify means

(highest weight 5 – lowest weight 1)

$$\text{Category length} = \frac{\text{highest weight 5 – lowest weight 1}}{\text{No. of categories (3)}}$$

$$\text{Interval} = \frac{4}{5} = 0.80$$

- 1 – 1.80 Very Low
- 1.81 – 2.60 Low
- 2.61 – 3.40 Moderate
- 3.41 – 4.20 High
- 4.21 – 5.00 Very High

Table (2) Means, standard deviations and mean indices (MI) for the degree of implementing the elements of hidden curriculum in physical education lesson

The values are arranged in the descending order

no	Dimensions	M	SD	MI	Level	Rank
4	Controlling and organizing the class	3.71	0.55	74.20	High	1
2	Teacher's expectation	3.64	0.68	72.80	High	2
1	Real time of teaching	3.49	0.52	69.80	High	3
3	Problems that the students face	3.48	0.78	69.80	High	4
	Overall	3.41	0.46	68.20	High	

Means are classified based on the following criteria:

(1 – 1.8 v. low, 1.81 – 2.6 low, 2.61 – 3.40 moderate, 3.41 - 4.20 high and 4.21 – 5 v high)

Table (2) presents the means, standard deviations and mean indices (MI) of the dimensions of the hidden curriculum being used in the physical education classes by the student's teachers. The mean of (controlling and organizing the class) is 3.71 which is high and ranked first. The mean of the (problems that students face) is 3.48 which is high and ranked fourth. The overall mean of the hidden curriculum mean is (3.41) which is high.

- Results related to the real time of teaching

Table (3): Means, standard deviations and mean indices (MI) for the items related to the real time of teaching

The values are arranged in the descending order

No.	Items	M	SD	MI	Level	Rank
1	The teacher will determine the subject of the lesson for the students at the beginning of the lesson	3.78	0.83	75.60	High	1
5	The student is keen on selecting the activities that produce the products	3.56	0.73	71.20	High	2
2	The teacher uses teaching methods to help his students achieve learning outcomes	3.44	0.73	68.80	High	3
3	The teacher is keen on using the continuous calendar during the lesson	3.33	0.50	66.60	Moderate	4
4	The teacher provides feedback to his students in a timely manner	3.33	0.87	66.60	Moderate	4
	Overall	3.49	0.52	69.80	High	

Means are classified based on the following criteria:

(1 – 1.8 v. low, 1.81 – 2.6 low, 2.61 – 3.40 moderate, 3.41 - 4.20 high and 4.21 – 5 v high)

Table (3) indicates the values of means, standard deviation and MI for the items of the dimension of real time of teaching as one of the dimensions of the hidden curriculum being used in the physical education classes by the student's teachers.

Item no.1 states" The teacher will determine the subject of the lesson for the students at the beginning of the lesson". The mean of the latter statement is 3.78 which is ranked high and first. Item No. 4 states (The teacher

provides feedback to his students in a timely manner). It is ranked fourth and last. The mean of the latter statement is (3.33) which is moderate and ranked last.

The overall degree of the real time of teaching dimension is high, because the overall mean is 3.49 which is high.

2- Results related to the teacher's expectation

Table (4) Means, standard deviations and mean indices (MI) for the items related to the teacher's expectation

The values are arranged in the descending order

No.	Items	M	SD	MI	Level	Rank
5	The teacher uses concise and meaningful words that confirm his high expectations of his students' abilities	3.78	0.83	75.60	High	1
1	The teacher determines the learning outcomes of the learning at the beginning of the lesson	3.67	1.00	73.40	High	2
4	The teacher determines the activities required by the student	3.67	1.12	73.40	High	2
2	The teacher defines the learning outcomes of the psychic self at the beginning of the session	3.56	0.88	71.20	High	4
3	The teacher determines the teacher's emotional learning outcomes at the beginning of the lesson	3.56	0.88	71.20	High	4
Teacher's expectation		3.64	0.68	72.80	High	

Means are classified based on the following criteria:

(1 – 1.8 v. low, 1.81 – 2.6 low, 2.61 – 3.40 moderate, 3.41 - 4.20 high and 4.21 – 5 v high)

Table (4) presents the means, standard deviations and mean indices (MI) for the items related to the teacher's expectation. Item no.5 states the following: (The teacher uses concise and meaningful words that confirm his high expectations of his students' abilities). The mean of the latter statement is 3.78 which is high and ranked first.

Item No. 3 states (The teacher determines the teacher's emotional learning outcomes at the beginning of the lesson). The mean of the latter statement is 3.56 which is high and ranked last. The overall degree of the teacher's expectation dimension's mean is (3.64). This mean is high. .

3- Results related to the problems that the students face

Table (5): Means, standard deviations and mean indices (MI) for the items related to the problems that the students face

The values are arranged in the descending order

No.	Items	M	SD	MI	Level	Rank
2	The teacher accepts the student's questions	4.00	0.71	80.00	High	1
4	The teacher answers the questions of his students when asked	4.00	0.87	80.00	High	1
5	The teacher considers the student's thinking time when waiting for the answer	3.44	1.01	68.80	High	3
1	The teacher encourages students to follow different methods of problem solving	3.00	1.00	60.00	Moderate	4
3	The teacher presents the student with a variety of thought-provoking questions	3.00	1.22	60.00	Moderate	4
	Problems that the students face	3.49	0.78	69.80	High	

Means are classified based on the following criteria:

(1 – 1.8 v. low, 1.81 – 2.6 low, 2.61 – 3.40 moderate, 3.41 - 4.20 high and 4.21 – 5 v high)

Table (5) presents the means, standard deviations and mean indices for the items related to the problems that the students face as one of the dimensions of the hidden curriculum being used in the physical education classes by the student's teachers. Item No. 2 states the following: (The teacher accepts the student's questions). The mean of the latter statement is 4.00 which is high and ranked first.

Item 4 states the following: (The teacher answers the questions of his students when asked). The mean of the latter statement is 4.00 which is high and ranked first. Item 3 states the following: (The teacher presents the student with a variety of thought-provoking questions). The mean of the latter statement is 3.00 which is moderate and ranked last.

The overall severity of the problems that the students face is high, because the overall mean is (3.49).

4- Results related to controlling and organizing the class

Table (6): Means, standard deviations and mean indices (MI) for the items related to controlling and organizing the class

The values are arranged in the descending order

No.	Items	M	SD	MI	Level	Rank
6	The teacher's preparation book contains the main elements	4.22	0.44	84.40	Very high	1
1	The student follows the rules of the system in the quota course	4.11	0.60	82.20	High	2
2	The student will conduct the incorrect behavior of the student in the class	4.11	0.78	82.20	High	2
7	Tools are ready before the start of the quota	3.78	0.97	75.60	High	4
5	The student prepares a suitable classroom environment for the teacher	3.56	0.88	71.20	High	5
3	The teacher directs the student's naughty energy to positive activities	3.22	0.67	64.40	moderate	6
4	The student will link the previous experiences with the experiences acquired later during the course	3.00	0.87	60.00	moderate	7
	Controlling and organizing the class	3.71	0.55	74.20	High	

Means are classified based on the following criteria:
 (1 – 1.8 v. low, 1.81 – 2.6 low, 2.61 – 3.40 moderate, 3.41 - 4.20 high and 4.21 – 5 v high)

Table (6) presents the values of means, standard deviation and MI for the items of the dimension of Controlling and organizing the class as one of the dimensions of the hidden curriculum being used in the physical education classes by the student's teachers. Item No. 6 states the following: (The teacher's preparation book contains the main elements). The mean of the latter item is 4.22 which is high and ranked first.

Item No. 3 states the following: (The student will link the previous experiences with the experiences acquired later during the course). The mean of the latter item is 3.00 which is moderate and ranked last. The overall level of controlling and organizing the class is high. That is because the overall mean is 3.71 which is high.

Results related to the second question

Q.2. Are there statistically significant differences between the respondents in terms of the extent of employing the hidden curriculum which can be attributed to experience?

Table (7): The results of the t-test for identifying whether there is any statistically significant differences between the respondents in terms of the extent of employing the hidden curriculum which can be attributed to experience

<i>Dimensions</i>	<i>experience</i>	<i>n</i>	<i>mean</i>	<i>sd</i>	<i>t</i>	<i>sig</i>
Real time of teaching	Less than 10 years	5	3.44	0.30	0.29	0.773
	10 years or more	4	3.55	0.77		
Teacher's expectation	Less than 10 years	5	3.52	0.36	0.59	0.573
	10 years or more	4	3.80	0.99		
Problems that the students face	Less than 10 years	5	3.40	0.45	0.36	0.729
	10 years or more	4	3.60	1.15		
Controlling and organizing the class	Less than 10 years	5	3.74	0.44	0.16	0.876
	10 years or more	4	3.68	0.74		
Overall usage degree	Less than 10 years	5	3.35	0.17	0.42	0.687
	10 years or more	4	3.48	0.71		

Table (7) presents the results of the t-test for identifying whether there is any statistically significant differences between the respondents in terms of the extent of employing the hidden curriculum which can be attributed to experience. All the mentioned sig values were > 0.05. Thus, there isn't any significant difference between means.

Conclusion:

The researchers concluded the following results:

- 1- The student has the teacher (trainee) elements of the hidden curriculum.
2. The theoretical and practical subjects support the elements of the hidden curriculum in its course, which is reflected in the performance of the student trainees in schools.
- 3 - The years of experience for supervisors do not constitute an obstacle to discovering elements of the hidden curriculum of their students.

Recommendations:

In the light of the study's results, the researchers recommend

- 1 – Promoting awareness about the significance of hidden curriculum.
2. Carrying out more studies on the elements of the hidden curriculum and their impact on students in the field of physical education

References:

- Abdel Badi, Hussein (2006). History of the school curriculum "its origins, principles and issues. Alexandria Book Center Alexandria

Abu al-Dabat, Zakaria (2009). The teacher achieved the grade of the elements of the hidden curriculum within the classroom in the primary stage in Jordan, College of Education, Alexandria, Volume 19, No. 3. pp 282-304

alfaresi, Amal Bent Youssef (2012). Degree of employment of science teachers for the elements of the hidden curriculum in the classroom in the second educational seminar of basic education in Amman. Master Thesis, University of Mu'tah.

Glatthorn, A. A. (1987). Curriculum leadership. Soctt, Foresman and company.

Harb, Majid (2006). The School and the Culture of Fear, Paper for the Eleventh Philadelphia Conference, Culture of Fear, April 24-26.

Hussein Abdelsalam (2011). Evaluating the Effectiveness of Curriculums Areas for Team Game In Relation to the Social Values in Light of the Total Quality Programs. Journal Dirasat, Educational Sciences, vol. 38, no. 2. University of Jordan

Hosford, ph (1984) using what we know about teaching. Association of supervision and curriculum development .north Washington street ,Alexandria ,virginal .

Kentli ,f.(2009) Comparison of hidden curriculum theories. European journal of educational studies ,1(2) .83-87.

Konidari, v. & Abernot , y.(2008) .The way v classroom functions: Another Hidden curriculum to be explored International journal of human and social sciences .

Tyler, R. W. (1949). Basic principles of curriculum and instruction. Chicago, IL: University of Chicago Press.

Jackson ,p.(1968). Life in classrooms. Holt Rinehart & Winston.p.117.

Jules, Henry . (1963) . Culture against Man. New York Vintage Book .

Portelli ,j.p(1993). Exposing the hidden curriculum .Journal of Curriculum Studies Volume 25, 1993 - Issue 4