Extended Summary

Psychological Counseling and Guidance Programs Perception of Hidden Curriculum
(Inonu University Example): A Case Study

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Introduction

The general aim of educational efforts is undoubtedly to help healthy and efficient adaptation of growing children and young to the society. When we consider curriculum at school, we find out that general and special objectives were determined and several regulations were carried out in this respect in order to ensure such adaptation; however, it seems quite difficult to make use of only official programmes within the process of realization of educational objectives. Therefore, it will be beneficial to review hidden curriculum of an educational organization if it is desired to find out structure of that institution. According to Philip Jackson (1968), who suggested hidden curriculum concept for the first time in 1968, hidden curriculum gains students behaviours such as being loyal, discipline, obedience at schools, and make them individuals, well-adjusted with the society. Jackson states that hidden curriculum is used as an instrument while arranging the relations within the classroom; students are shaped according to the expectations of society; and wills and requirements of students are pushed into the background. When the studies conducted in the field of Educational Sciences, it was seen that studies for official curriculum predominate and hidden curriculum studies are inadequate in this respect. In the study by Yüksel (2004b), in which he studied behaviours of students to resist the hidden curriculum of educational faculty, research findings regarding the fact that the students, who had the most unfavourable thoughts about teaching profession, lessons, lecturers that compose the sub-dimensions of hidden curriculum, and who displayed the most frequent resisting behaviours
were in Psychological Counselling and Guidance department directed us to analyse this department.

**Purpose**

To investigate outcomes of hidden curriculum of Psychological Counselling and Guidance department within Faculty of Education in accordance with student views constitutes the problem of our study. To this end, following questions are tried to be answered:

1. What are the perceptions of students arising out of arrangement and physical environment of classroom regarding hidden curriculum?
2. What are the perceptions of students arising out of lecturer-student interaction regarding hidden curriculum outcomes?
3. What are the perceptions of students arising out of student-student interaction regarding hidden curriculum outcomes?

**Method**

In this study, qualitative research method was used in order to determine opinions of 3-grade students about the outcomes of hidden curriculum in Psychological Counselling and Guidance department in Inonu University. Qualitative methods have a strong approach in revealing out the hidden curriculum in educational process (Vallance, 1980). Among the qualitative research methods, “Case study” was adopted in this study. When applicable research designs are analysed, it was seen that the most suitable design to realize the objective of this study was embedded single case’’ design. Pursuant to selected research design, no comparisons were made among the branches since the focused case was the same in the branches constituting sub-analyses units. In this context, it was tried to make inferences about the whole of the study case by looking at the data obtained from sub-analysis units. In order to ensure data diversity in this study, “observation” and “negotiation” data collection techniques included. Study group of the study consists of 18 third-grade students, selected by means of criterion sampling method, who attend Psychological Counselling and Guidance department Faculty of Education in Inonu University in 2014-2015 academic years. Together with descriptive analysis, content analysis was also used to analyse the data.
Results and Discussion

With respect to physical environment and arrangements which are accepted to be a major step of hidden curriculum; it was determined that some students had opinions regarding that physical environments of classrooms are not organized appropriately for learning and that the arrangements performed thereof limited the interaction. With regard to lecturer-student interaction, which is another substantial step of hidden curriculum; the expectations of lecturers were determined to be classroom rules, the way to teach a lesson, lesson participation, homework, evaluation method and hidden expectations. It was further determined that expectations of some lecturers with regard to rules resulted in several reaction and resistance behaviours in some students and that a perception of “not being considered to be an adult individual” has been generated in some other students. Although it was determined that lecturers, who promotes active participation in the classes, developed “a favourable attitude for the lessons and lecturers” in students, it was found out that some students – contrary to official curriculum- have complained that some lecturers were passive in their lessons and that homework supported curiosity feelings of students and prompted students to make research as regards the assigned homework. It was determined that hidden expectations of lecturers are expected by some students as ‘prompting students to make research, arousing curiosity in students, students’ mastery of field, entrepreneurship, students’ standing up for their rights and becoming aware of their responsibilities, seriousness, respect, tolerance, correct mode, and being scientific” and that this often had a characteristic to support official curriculum. When it comes to lecturer-student interaction, it was specified that lecturers are perceived in different ways by students, it was concluded that some of the students expressed that lecturers approached students equally, whereas some others stated that their attitude was not fair. When the hidden curriculum stemming from student-student interaction was analysed, it was determined that sub-groups based on gender, belief, ideology, and citizenship in general emerged among students.

Citation Information