

Evaluation of the Role of Hidden Curriculum in Developing the Educational Process in Faculties of Physical Education

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Introduction and problem:

Continued development and evaluation is an essential feature of the present age, characterized by its development based on the scientific and objective basis. The importance of evaluation in the educational process is clear in the objectives and functions it can achieve, and through its many advantages. The evaluation of the educational system means its development.

At the beginning of the twenty-first century, education systems face a major challenge: to improve the quality of education provided by educational institutions, which is a main objective of improving existing educational policies, and to achieve a wide range of education and quality improvement. The scientific,

technological and economic challenges must be met. As well as the best use of available physical and human resources (10:71) (5: 436).

The curriculum is the performance of the student at the end of the educational process. The real effectiveness of the curriculum must be measured by the extent of success that the curriculum achieved in developing the behavior or desired performance of the student while practicing various life activities, because curriculum prepares students for life and work (8: 22).

The formal curriculum of the educational institution gives students planned learning. However, there are values, experiences, activities and outcomes that the student

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learns during the educational process without being included in the formal curriculum of the educational institution, that what is called hidden curriculum (3: 46) (12: 30,31).

The hidden curriculum plays an important and main role in the educational process, more than the role played by the official curriculum in the same process. This reflection appears in students' additional and enrichment experiences in knowledge field, as well as the multiple religious, intellectual, political and social experiences. Many educators confirmed that hidden curriculum is more effective and influential in forming students' awareness than formal curriculum (1: 302) (30) (31)

The hidden curriculum with its hidden messages provides students with concepts and help them adopt specific opinions, which may be compatible with the official approach, or may contradict it. That depends on the mission of the institution, the prevailing interaction patterns, and the nature of administrators, teachers and students' performance. Hidden

curriculum includes educational silent and invisible activities. The educational institution performs implicit functions and teaches things that are not stated in its programs and curricula (13) (2:13).

Regardless of the multiple and different definitions of the hidden curriculum in formal learning and e-learning, there is a consensus among educators on the importance of this approach. There is a great need to study it, and disclose its components and ways to benefit from it, strengthen its positive aspects, and overcome its negative aspects (2:16).

On the part of methodology, the effect of the formal curriculum in learners is narrower, while the effect of the hidden curriculum is broader and systematic. However many researchers have studied the effect of the explicit school curriculum in achieving the objectives of the educational process, they have forgotten the hidden curriculum, which is often critical in achieving these goals (11: 129) (18: 342) (4: 340).

The two researchers were acquainted with the available researches and studies in the field of physical education curricula and the hidden curriculum such as the study of Fares Rateb Al Ashqar (2005) (15), Henry Giroux and Antony Pena (2012) (24) and Maryam Mohammed Ahmadi (2015) (17) and through access to the Internet, such as (29) (33) (39) (43). In addition to the teaching experience of the two researchers, it was found that learning experiences, values, knowledge, content, skills and trends gained outside the scope of the formal curriculum are more important than those gained through it are. As well as the concept of hidden curriculum in educational sciences in general and in physical education in particular is modern, the researches and studies that dealt with the hidden curriculum in the academic programs in faculties of physical education are scarce. Therefore, it is necessary to shed light on the importance of the hidden curriculum role in strengthening the educational system. There is a need to study it in the field of physical

education, to know the ways to benefit from it, to strengthen its positive aspects, and to overcome its negative aspects. That led the researchers to carry out an evaluation study of the role of the hidden curriculum in the development of the educational process in faculties of physical education.

Aims of the study:

The study aims at evaluating the role of hidden curriculum in developing the educational process in faculties of physical education through knowing:

- Hidden curriculum's role in developing the educational process in faculties of physical education.
- The problems and challenges that faces hidden curriculum in developing the educational process in faculties of physical education.
- Mechanisms and solutions proposed to activate the hidden curriculum in the educational process in faculties of physical education.

The questions of the study:

In the light of the study aims, the following questions have been stated:

- What is the role of the hidden curriculum in

developing the educational process in faculties of physical education?

- What are the problems and challenges that face hidden curriculum in developing the educational process in faculties of physical education?

- What are the mechanisms and solutions proposed to activate the hidden curriculum in the educational process in faculties of physical education?

Definitions:

The hidden curriculum: the experiences and values acquired by students, unintentionally, without formal curriculum and without prior planning as a result of social interaction in the school, they learn things that are not included in the objectives of the formal curriculum. (16: 6) (17: 301) (4: 338).

The educational process: The educational process is a group of activities and procedures that occur within the classroom, in order to provide students with practical skills, theoretical knowledge and positive attitudes within a system based on inputs, processing and outputs. Inputs are the learners, the processing

is the coordination process of organizing, understanding and interpreting information, finding the relationship between them and linking them to the previous information. Outputs are the graduation of well-educated students (32) (33) (34).

Evaluation: The process of determining the extent to which the objectives of the curriculum are achieved, what means, the level reached by the student, and the achievement of educational outputs, and experiences acquired and consistent with the set of goals (7: 260).

The previous studies:

1- Fares Al-Ashqar study (2005) aimed at comparing the values that students acquire from the formal and hidden curricula in public and private schools in Jordan. The study started from double values students acquired from the official curriculum and the sources of the hidden curriculum as follows: family, places of worship, group of comrades, media and teachers. The results were: family is the most important source of positive values in hidden curriculum that students

acquire, in accordance with the values of the official curriculum. While school is the most important sources of negative values in hidden curriculum that students acquire, different from the values of the formal curriculum (15).

2- Cubukcu's study (2012) aimed to identify the supportive activities and perspectives of learners involved in these activities to disclose of the importance of the hidden curriculum to the acquisition of values in primary schools. The supportive activities in hidden curriculum include cultural, social and sports activities, leisure activities, special celebration days and social club work, all of which are considered a powerful tool for imparting values to learners in the primary stage. The results showed that both the values included in the curriculum and the activities supporting the hidden curriculum play an important role in providing and consolidating the values in primary stage (23).

3- Qaseer's study (2013) aimed at examining the hidden messages transmitted implicitly

by images in the science book for the first grade of the first cycle of basic education and the extent to which these images relate to educational products and identifying the types of these images in terms of (their educational functions, the area they occupy, the place they are in, and the life environment to which they refer). The results showed the distribution of images according to their educational function as follow: first behavioral images, followed by spatial images, thinking images, indicative images and finally temporal images (19).

4- Cameron Ruff's study (2013) was entitled "Perspectives on Hidden Curriculum of Social Studies" to examine and analyze the perceptions of students and administrators at a rural school in southwest of Ohio about what teachers intend to teach and what students actually learn in social studies classes. The study questions examined the views of the sample on the impact of the hidden curriculum in the subject of social studies in rural high schools. The study showed that there are different opinions

among researchers and educators about the degree of influence of the hidden curriculum, but everyone agrees that the hidden curriculum has a clear impact on how teachers teach social studies and how students learn as well as the need to pay attention to the hidden curriculum in teaching (28).

5- The study of Mervat Al-Sabahi (2015), entitled "Consequences of Understanding the Hidden Curriculum," showed that there are significant results of good understanding of the hidden curriculum. Teachers who understand the importance and impact of hidden curriculum are constantly reviewing their personal attitudes with their students in the classroom. Therefore, the teacher may use the hidden curriculum as a strategy to send special messages to students through some trends, such as cooperative learning. If this type of curriculum is not used properly and effectively, we may send negative messages in social beliefs and ideas instead of using the hidden curriculum to make the school a place for social change (20).

Comment on previous studies:

The presentation of previous studies and within the limits of what the researchers have been able to reach, have shed light on many important points that the researchers have invested. Regarding the steps taken to conduct this research in defining, forming and analyzing aspects of the problem, the design used, the conditions of choosing the sample, as well as the style of presentation, interpretation and discussion of data.

The procedures of the study:

The design:

The descriptive design has been used.

The community and sample of the study:

The current research community is composed of faculty members who teach the curriculum of physical education and instructions of physical education who have the field experience in the faculties of physical education in the Arab Republic of Egypt. They were chosen in a deliberate manner. The research sample consisted of (22) of faculty members of curricula and instructions department, and whom teach curriculum of physical

education in the faculties of physical education in Egyptian universities.

Materials of collecting data:

Questionnaire:

The questionnaire has been prepared as follows:

1- Determining the aim of the questionnaire:

The questionnaire aimed at evaluating the hidden curriculum's role in developing the educational process in faculties of physical education.

2- Determining the aspects of the questionnaire:

The aspects of the questionnaire have been determined through viewing many researches, previous studies and specialized scientific references related to the subject of research such as (3) (14) (17) (18) (20) (23) (27). The main points of the questionnaire were as follows:

-The first aspect: the role of hidden curriculum in the educational process in the faculties of physical education.

- The second aspect: the problems and obstacles facing the hidden curriculum to develop the educational process in the faculties of physical education.

- The third aspect: mechanisms and solutions proposed to activate the hidden curriculum in the educational process in the faculties of physical education.

The aspects were presented to a group of (6) experts of ten years of experience a minimum in the field of university teaching and the curricula of physical education (appendix 1), to express an opinion on the appropriateness and validity of the proposed aspects of the questionnaire (appendix 4).

3- Forming the statements of the questionnaire:

After defining the aspects of the questionnaire, the researchers developed a set of statements for each aspect of the questionnaire. The total number of statements is (70) statements distributed on the aspects (appendix 5). In forming and defining the statements, it was important to have one specific meaning and to use the language correctly in each statement. In addition, it was important to avoid difficult words, to avoid using words with more than one meaning, to form statements in an appropriate style to the sample of the research, and taking into consideration the logical sequence to raise the interest of the sample to respond to each statement.

4- The instructions of the questionnaire:

The instructions of the questionnaire were designed to ask the faculty member to write his / her personal data, read each statement accurately and carefully, not to leave any

words without answering them, as well as not to put more than one answer for each statement. Enough space was left in the questionnaire for the opinions of experts.

5- The initial form of the questionnaire:

The initial form of the questionnaire was presented to a group of experts consisting of (6) experts, with a minimum of (10) years of experience in the faculties of Physical Education

(appendix 2). They gave their opinions in order to identify the appropriate statements for each aspect, by deleting, adding or modifying the wording of any statement in the light of their observations. The necessary modifications were made in accordance with the opinions and consensus of the experts, whether by deletion, modification or addition, as shown in Table (1).

Table (1)
the number of statements that were deleted in the initial form of the questionnaire (n = 6)

N	aspects	Number of statements in Initial form	Number of Deleted statements	Number of Agreed Statements
١	The role of the hidden curriculum in the educational process in the faculties of physical education	٢٧	٣	٢٤
٢	Problems and obstacles facing the hidden curriculum to develop the educational process in the faculties of physical education.	١٨	١	١٧
٣	Mechanisms and solutions proposed to activate the hidden curriculum in the educational process in the faculties of physical education.	٢٥	١	٢٤
total		70	5	65

Table (1) shows the number of deleted statements from the initial form of the questionnaire ,after it was presented to the experts, which was (5) statements, thus the total number of agreed statements was (65) statements.

6- The final form of the questionnaire:

In the light of the experts' views and proposals, the questionnaire was written in its final form (appendix 3) by arranging the statements

according to the aspects to which they belong. The answer on the questionnaire was according to estimative pentagon scale, (4-3-2-1-0) "Strongly agree - agree - I did not know - disagree - strongly disagree".

7- Testing the questionnaire and doing the scientific coefficients:

The researchers conducted a pilot study of the data collection tool "questionnaire", in order to determine the scientific coefficients of the questionnaire, as well as to ascertain the appropriateness of forming clear and easy statements for the questionnaire thus the sample can understand them. the questionnaire was applied to a random sample of (10) members outside the original sample in the period from Monday 14/3/2016 to Sunday, 27/3/2016. The result showed appropriateness of the

statements for the research sample, in addition, the forming of some of the statements was modified.

A) Content validity:

The validity of the content was used to verify the validity of the questionnaire by presenting it to a group of jury with experience in the field of scientific research, tests and standards to give their views on the appropriate forming of the questionnaire form. Their agreement on the statements of the questionnaire refers to the content validity (appendix 6).

B) The validity of internal consistency:

The validity of internal consistency was used to calculate the validity of the statements and aspects of the questionnaire form by finding the correlation coefficient between the statements and their aspects and between the aspects and the total score of the questionnaire as shown in Table (2).

**Table (2)
The correlation coefficients between the statements and the aspects of the questionnaire (n = 10)**

aspect	statement	correlation		aspect	statement	correlation		aspect	statement	correlation	
		aspect	questionnaire			aspect	questionnaire			aspect	questionnaire

the role of the hidden curriculum in developing the educational process in faculties of physical education	1	.78	.79	the problems and challenges that faces hidden curriculum in developing the educational process in faculties of physical education	1	.82	.78	the mechanisms and solutions proposed to activate the hidden curriculum in the educational process in faculties of physical education	1	.78	.76
	2	.83	.70		2	.80	.71		2	.77	.76
	3	.80	.71		3	.71	.79		3	.77	.71
	4	.78	.77		4	.79	.71		4	.82	.78
	5	.80	.71		5	.70	.79		5	.80	.71
	6	.78	.77		6	.82	.78		6	.71	.79
	7	.78	.77		7	.79	.77		7	.78	.73
	8	.77	.78		8	.79	.78		8	.80	.71
	9	.80	.76		9	.78	.77		9	.74	.78
	10	.78	.71		10	.80	.73		10	.79	.78
	11	.78	.71		11	.77	.79		11	.78	.77
	12	.78	.76		12	.82	.70		12	.82	.71
	13	.70	.79		13	.82	.76		13	.82	.80
	14	.79	.77		14	.79	.72		14	.83	.80
	15	.79	.77		15	.79	.71		15	.78	.78
	16	.78	.78		16	.70	.77		16	.80	.77
	17	.78	.77		17	.74	.72		17	.87	.77
	18	.80	.77						18	.70	.74
	19	.79	.78						19	.82	.76
	20	.78	.77						20	.86	.72
	21	.87	.73						21	.82	.76
	22	.86	.74						22	.86	.70
	23	.88	.81						23	.70	.77
	24	.82	.80						24	.78	.72

The tabulated value of "r" at a statistical significance level of 0.05 = 0.549

Table (2) shows the existence of a statistically significant relationship at a statistical significance level of 0.05 between the score of each statement and the score of its

aspect, and the score of each statement and the total score of the questionnaire, indicating the validity of the internal consistency of the questionnaire.

Table (3)
Correlation coefficients between aspects and total degree of the questionnaire (n = 10)

aspect	first	second	third	questionnaire
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first		0.79	0.83	0.83
second			0.83	0.79
third				0.81
questionnaire				

The tabulated value of (r) at 0.05 = 0.549

Table (3) shows the existence of a statistically significant relationship at a statistical significance level of 0.05 between the score of each aspect and the score of the questionnaire presented to the faculty members and their assistants, which indicates the validity of the internal consistency of the questionnaire

Stability of the questionnaire:

The researchers used Spartman-Brown's mid-split method and Gettman general equivalent of mid-split method used to calculate the stability factor of the questionnaire by applying the questionnaire form to the pilot sample consisted of (10) members from the same research community and out of the basic sample as shown in Table (4)).

**Table (4)
Validity of the Questionnaire for the Researchable Faculty Members n = 10**

N	aspect	Spartman-Brown		Gettman
		correlation	stability	stability
1	first	0.76	0.87	0.82
2	second	0.82	0.86	0.88
3	third	0.83	0.91	0.89
	questionnaire	0.88	0.93	0.89

The tabulated value of (r) at the level of statistical significance 0.05 = 0.549

From Table (4) the stability of the questionnaire is clear and the stability coefficient by Spearman - Brown way was 0.934, while with Gettman was 0.894,

indicating the high stability coefficient of the questionnaire.

c) The main study (the questionnaire application)

After determining the sample and testing the materials of the research validity and stability, the researchers applied the questionnaire on the sample (22) of the faculty members. The application continued from Tuesday 5\4\2016 to Monday 2\5\2016. The questionnaires were compiled, corrected and graded, and the results were

tabulated for statistical processing

d) Statistical treatments: Statistical treatments were carried out using the statistical software Spss and Excel. The following statistical parameters were used: arithmetic mean, standard deviation, k² test, correlation coefficient (Pearson - Spearman), and weighting ratio.

Results' presentation:

Table (5)
Weighting percentages of the views of the research sample about the objectives of the hidden curriculum in the educational process in the faculties of physical education

state ment	0		1		2		3		4		Weighti ng degree	Weighting percent	Chi ²
	n	percent	n	percent	n	percent	n	percent	n	percent			
1	•	%•••	•	%•••	•	%•••	2	%3,1•	2•	%91,••	86	%97,73	69,82
2	•	%•••	•	%•••	•	%•••	1	%•,••	21	%9•,••	87	%98,86	78,4•
3	•	%•••	•	%•••	1	%•,••	4	%18,18	17	%77,2•	82	%93,2•	47,•8
4	•	%•••	1	%•,••	1	%•,••	2	%3,1•	18	%81,82	81	%92,••	•4,31
•	•	%•••	•	%•••	1	%•,••	3	%14,••	18	%81,82	83	%94,32	•4,3•
6	•	%•••	1	%•,••	1	%•,••	2	%3,1•	18	%81,82	81	%92,••	•4,31
7	•	%•••	•	%•••	•	%•••	2	%3,1•	2•	%91,••	86	%97,73	69,82
8	•	%•••	1	%•,••	2	%3,1•	2	%3,1•	2•	%91,••	86	%97,73	66,26
9	•	%•••	•	%•••	•	%•••	3	%14,••	19	%86,44	8•	%96,6•	62,•9
1•	•	%•••	•	%•••	•	%•••	2	%3,1•	2•	%91,••	86	%97,73	71,13
11	•	%•••	•	%•••	•	%•••	1	%•,••	21	%9•,••	87	%98,86	78,4•
12	•	%•••	•	%•••	•	%•••	4	%18,18	18	%81,82	84	%9•,••	••,27
13	•	%•••	•	%•••	•	%•••	3	%14,••	19	%86,44	8•	%96,6•	62,•4
14	•	%•••	•	%•••	2	%3,1•	3	%14,••	17	%77,2•	81	%92,••	46,64

Follow Table (5)

Weighting percentages of the views of the research sample about the objectives of the hidden curriculum in the educational process in the faculties of physical education

state ment	0		1		2		3		4		Weighti ng degree	Weighting percent	Chi ²
	n	percent	n	percent	n	percent	n	percent	n	percent			
10	1	%0.00	1	%0.00	1	%0.00	4	%100.00	10	%78.26	70	%80.23	33.49
16	0	%0.00	0	%0.00	0	%0.00	2	%9.10	20	%91.00	86	%97.73	71.13
17	0	%0.00	0	%0.00	1	%0.00	2	%9.10	19	%87.80	84	%90.00	72.49
18	0	%0.00	1	%0.00	1	%0.00	2	%9.10	18	%81.80	81	%92.00	04.31
19	1	%0.00	1	%0.00	1	%0.00	4	%100.00	10	%78.26	70	%80.23	33.49
20	0	%0.00	0	%0.00	0	%0.00	3	%11.50	19	%87.80	80	%96.70	72.04
21	0	%0.00	0	%0.00	1	%0.00	2	%9.10	19	%87.80	84	%90.00	72.49
22	0	%0.00	0	%0.00	0	%0.00	3	%11.50	19	%87.80	80	%96.70	72.04
23	0	%0.00	0	%0.00	0	%0.00	1	%0.00	21	%90.00	87	%98.86	78.40
24	0	%0.00	0	%0.00	0	%0.00	3	%11.50	19	%87.80	80	%96.70	72.04
aspect	2	%0.41	6	%1.14	13	%2.00	70	%111.40	400	%80.23	2007	%90.03	1419.68

Chi² tabulated value at 0.05 = 9.490

Table (5) shows that the highest percentage of the terms was for the statements: (2), (11), (23) was 98.86%, while (15) and (19) received the lowest weighting percentage of 85.23%.

Table (6)

The Weighting percentages of the views of the research sample in the aspect of problems and challenges facing hidden curriculum to develop the educational process in the faculties of physical education

statement	0		1		2		3		4		Weighting degree	Weighting percent	Chi ²
	n	percent	n	percent	n	percent	n	percent	n	percent			
1	0	%0.00	0	%0.00	0	%0.00	1	%0.00	21	%90.00	87	%98.86	78.40
2	0	%0.00	0	%0.00	0	%0.00	0	%0.00	22	%100.00	88	%100.00	92.40
3	0	%0.00	0	%0.00	0	%0.00	0	%0.00	22	%100.00	88	%100.00	88.00
4	0	%0.00	0	%0.00	0	%0.00	1	%0.00	21	%90.00	87	%98.86	78.40
5	0	%0.00	0	%0.00	0	%0.00	1	%0.00	21	%90.00	87	%98.86	78.40
6	0	%0.00	0	%0.00	0	%0.00	1	%0.00	21	%90.00	87	%98.86	81.08
7	0	%0.00	0	%0.00	0	%0.00	0	%0.00	22	%100.00	88	%100.00	92.40

Follow Table (6)

The Weighting percentages of the views of the research sample in the aspect of problems and challenges facing hidden curriculum to develop the educational process in the faculties of physical education

statement	٠		١		٢		٣		٤		Weighting degree	Weighting percent	Chi ²
	n	percent	n	percent	n	percent	n	percent	n	percent			
٨	٠	%٠.٠٠	١	%٠.٠٠	١	%٠.٠٠	٢	%٠.٠٠	١٨	%٨١.٨٢	٨١	%٩٢.٠٠	٠٤.٣١
٩	٠	%٠.٠٠	٠	%٠.٠٠	٠	%٠.٠٠	٢	%٠.٠٠	٢٠	%٩١.٠٠	٨٦	%٩٧.٧٣	٦٩.٨٢
١٠	٠	%٠.٠٠	١	%٠.٠٠	١	%٠.٠٠	٢	%٠.٠٠	١٨	%٨١.٨٢	٨١	%٩٢.٠٠	٠٤.٣١
١١	٠	%٠.٠٠	١	%٠.٠٠	٢	%٠.٠٠	٢	%٠.٠٠	١٧	%٧٧.٣٠	٧٩	%٨٩.٨٠	٤٠.٧٣
١٢	٠	%٠.٠٠	٠	%٠.٠٠	٠	%٠.٠٠	١	%٠.٠٠	٢١	%٩٠.٠٠	٨٧	%٩٨.٨٦	٨١.٠٨
١٣	٠	%٠.٠٠	٠	%٠.٠٠	٠	%٠.٠٠	٢	%٠.٠٠	٢٠	%٩١.٠٠	٨٦	%٩٧.٧٣	٧١.١٣
١٤	٠	%٠.٠٠	٠	%٠.٠٠	١	%٠.٠٠	٣	%١٤.٠٠	١٨	%٨١.٨٢	٨٣	%٩٤.٣٢	٠٤.٣٠
١٥	٠	%٠.٠٠	٠	%٠.٠٠	٠	%٠.٠٠	١	%٠.٠٠	٢١	%٩٠.٠٠	٨٧	%٩٨.٨٦	٧٨.٤٠
١٦	٠	%٠.٠٠	٠	%٠.٠٠	٠	%٠.٠٠	١	%٠.٠٠	٢١	%٩٠.٠٠	٨٧	%٩٨.٨٦	٨١.٠٨
١٧	٠	%٠.٠٠	٠	%٠.٠٠	١	%٠.٠٠	٤	%١٨.١٨	١٧	%٧٧.٣٠	٨٢	%٩٣.٢٠	٤٧.٠٠
aspect	٠	%٠.٠٠	٣	%١.٠٠	٦	%٢.١٠	٢٤	%٦.٤٢	٣٤١	%٩١.٢١	١٤٠١	%٩٧.١٠	١١٨٨.٨٦

Chi² tabulated value at 0.05 = 9.490

It is clear from Table (6) that the highest weighting percentage was for the words

(2), (3), (7) by 100.00% and 11 for the lowest weighting percentage of 89.80%.

Table (7)

The Weighting percentages of the research sample in the aspect of mechanisms and solutions proposed to activate the hidden curriculum in the educational process in the faculties of physical education.

statement	٠		١		٢		٣		٤		Weighting degree	Weighting percent	Chi ²
	n	percent	n	percent	n	percent	n	percent	n	percent			
١	٠	%٠.٠٠	٠	%٠.٠٠	٠	%٠.٠٠	١	%٠.٠٠	٢١	%٩٠.٠٠	٨٧	%٩٨.٨٦	٧٨.٤٠
٢	٠	%٠.٠٠	٠	%٠.٠٠	١	%٠.٠٠	٣	%١٤.٠٠	١٨	%٨١.٨٢	٨٣	%٩٤.٣٢	٠٣.٩١
٣	٠	%٠.٠٠	٠	%٠.٠٠	٢	%٠.٠٠	٢	%٠.٠٠	١٨	%٨١.٨٢	٨٢	%٩٣.٢٠	٠٣.٤٠
٤	٠	%٠.٠٠	٠	%٠.٠٠	٠	%٠.٠٠	١	%٠.٠٠	٢١	%٩٠.٠٠	٨٧	%٩٨.٨٦	٨١.٠٨
٥	٠	%٠.٠٠	٠	%٠.٠٠	٠	%٠.٠٠	٢	%٠.٠٠	٢٠	%٩١.٠٠	٨٦	%٩٧.٧٣	٦٩.٨٢
٦	٠	%٠.٠٠	١	%٠.٠٠	١	%٠.٠٠	٣	%١٤.٠٠	١٧	%٧٧.٣٠	٨٠	%٩٠.٩١	٤٦.٦٣
٧	٠	%٠.٠٠	٠	%٠.٠٠	٠	%٠.٠٠	٢	%٠.٠٠	٢٠	%٩١.٠٠	٨٦	%٩٧.٧٣	٦٩.٨٢
٨	٠	%٠.٠٠	٠	%٠.٠٠	٠	%٠.٠٠	٤	%١٨.١٨	١٨	%٨١.٨٢	٨٤	%٩٠.٠٠	٠٠.٢٧
٩	٠	%٠.٠٠	٠	%٠.٠٠	١	%٠.٠٠	٤	%١٨.١٨	١٧	%٧٧.٣٠	٨٢	%٩٣.٢٠	٤٧.٠٠

FollowTable (7)

The Weighting percentages of the research sample in the aspect of mechanisms and solutions proposed to activate the hidden curriculum in the educational process in the faculties of physical education.

statement	٠		١		٢		٣		٤		Weighting degree	Weighting percent	Chi ²
	n	percent	n	percent	n	percent	n	percent	n	percent			
١٠	٠	%٠,٠٠	١	%٥,٠٠	١	%٥,٠٠	٣	%١٤,٠٠	١٧	%٧٧,٣٠	٨٠	%٩٠,٩١	٤٦,٦٣
١١	٠	%٠,٠٠	٠	%٠,٠٠	٠	%٠,٠٠	٤	%١٨,١٨	١٨	%٨١,٨٢	٨٤	%٩٥,٥٠	٥٥,٢٧
١٢	٠	%٠,٠٠	٠	%٠,٠٠	١	%٥,٠٠	٤	%١٨,١٨	١٧	%٧٧,٣٠	٨٢	%٩٣,٢٠	٤٧,٥٥
١٣	٠	%٠,٠٠	٠	%٠,٠٠	٠	%٠,٠٠	٢	%٩,١٠	٢٠	%٩١,٠٠	٨٦	%٩٧,٧٣	٦٩,٨٢
١٤	٠	%٠,٠٠	٠	%٠,٠٠	٠	%٠,٠٠	٤	%١٨,١٨	١٨	%٨١,٨٢	٨٤	%٩٥,٥٠	٥٥,٢٧
١٥	٠	%٠,٠٠	٠	%٠,٠٠	٠	%٠,٠٠	١	%٥,٠٠	٢١	%٩٥,٥٠	٨٧	%٩٨,٨٦	٧٨,٤٥
١٦	٠	%٠,٠٠	٠	%٠,٠٠	٠	%٠,٠٠	٣	%١٤,٠٠	١٩	%٨٦,٤٠	٨٥	%٩٦,٦٠	٦٢,٥٤
١٧	٠	%٠,٠٠	٠	%٠,٠٠	١	%٥,٠٠	٣	%١٤,٠٠	١٨	%٨١,٨٢	٨٣	%٩٤,٣٢	٥٣,٩١
١٨	٠	%٠,٠٠	٠	%٠,٠٠	١	%٥,٠٠	٤	%١٨,١٨	١٧	%٧٧,٣٠	٨٢	%٩٣,٢٠	٤٧,٥٨
١٩	٠	%٠,٠٠	٠	%٠,٠٠	٠	%٠,٠٠	٢	%٩,١٠	٢٠	%٩١,٠٠	٨٦	%٩٧,٧٣	٦٩,٨٢
٢٠	٠	%٠,٠٠	٠	%٠,٠٠	١	%٥,٠٠	٣	%١٤,٠٠	١٨	%٨١,٨٢	٨٣	%٩٤,٣٢	٥٣,٩١
٢١	٠	%٠,٠٠	٠	%٠,٠٠	٠	%٠,٠٠	٢	%٩,١٠	٢٠	%٩١,٠٠	٨٦	%٩٧,٧٣	٦٩,٨٢
٢٢	٠	%٠,٠٠	٠	%٠,٠٠	٠	%٠,٠٠	١	%٥,٠٠	٢١	%٩٥,٥٠	٨٧	%٩٨,٨٦	٧٨,٤٥
٢٣	٠	%٠,٠٠	١	%٥,٠٠	١	%٥,٠٠	٢	%٩,١٠	١٨	%٨١,٨٢	٨١	%٩٢,٠٥	٥٣,٠٠
٢٤	٠	%٠,٠٠	١	%٥,٠٠	٢	%٩,١٠	٣	%١٤,٠٠	١٦	%٧٣,٠٠	٧٨	%٨٨,٦٤	٣٩,٨١
aspect	٠	%٠,٠٠	٤	%١,١١	١٣	%٣,٥٠	٦٣	%١٢,٠٣	٤٤٨	%٨٥,٥٠	٢٠١١	%٩٥,٢٢	١٤١١,٩٤

Chi² tabulated value at 0.05 = 9.490

It is clear from Table (7) that the highest weighting percentage was for terms (1), (4), (15) and (22) by 98.86% each, while number (24) was the lowest weighting percentage of 88.64%.

The Results Presentation and Discussion:

It is clear from Table (5) that the highest percentage of the statement number (2) which is "taking into consideration the behavior and developing the experiences, knowledge, ideas

and systems that the student learns inside the faculty without planning from a faculty member, faculty or university". No (11)" urging faculty member to employ what is called accompanied activities with the curriculum in the lecture and faculty, in addition to student activities to achieve his convictions and desires outside the framework of the declared curriculum". And (23), "strengthening the value system of community

such as belonging, citizenship, cooperation and other noble values." By 98.86%. While 15, "contributing to the development of the critical spirit or the inference, the ability to express and listen, creative imagination and methodological rigor, to cover completely different practices, according to philosophical explanations given to these ends". In addition, No. 19, "Transferring the moral and ideological qualities of the faculty member and the administration of the college indirectly, to the student" at the lowest score of 85.23%.

This is because, in most cases, the thinking of those involved in the educational process is focused on basic topics in the curriculum, Such as objectives, curricula, study schedules, standards, teaching techniques, and neglect of certain practices that are exposed to students within the college and university, as a result of the college system or teaching methods and strategies used or the self-understanding of knowledge and the information structure, as a result of social interaction within the auditorium or classroom or in

applied lectures. Leading to some undesirable behavior or values and ideas.

This is in line with the findings of the studies of Faezah al-Azzawi (14), Bahamonde, A (2001) (22,) Cubukcu, z (2012) (23), Henry Giroux, Penna AN (2012) (24) That the hidden curriculum is "the knowledge, concepts, values, ideas and systems that students learn within the school without planning of theorists, administrators or teachers as a result of friction with peers, the school system, their interaction with teaching methods used or self-understanding of knowledge". Students' learning of values and behavior is usually done through the hidden curriculum thus; students learn ideas and values that are not planned. The hidden curriculum includes all the experiences, knowledge, values and behavior that the students do and learn outside the curriculum voluntarily, without the supervision of the teacher or without being under his control. Values involved in both of the curriculum and supporting activities in the hidden curriculum play an important role in imparting and

consolidating values among learners.

The hidden curriculum is the experiences acquired by students without formal curriculum and associated with the educational process, which is often unintended. These experiences are very important in terms of pedagogy such as acquiring knowledge, values, behavior, habits, practices and beliefs acquired by individuals implicitly without prior planning through the educational process and learn things not included in the objectives of the official curriculum (26) (21) (9: 50) (18: 344) (4: 338).

The conscious teacher, aware of the nature of the limits of the formal curriculum must be aware that there are unintended accompanying experiences may face the students, and therefore must bear in mind that these experiences are important and essential and deserve all the attention and concern. The branches of student activities, camps and educational trips are fertile environment for these ideas and values. Faculties and universities should reconsider the mechanism of work in

student activities to ensure the integrity of their directions (29) (35).

The quality of learning occurs when the experiences are planned to proceed towards the desired behaviors. Some educational outcomes, especially social self-outcomes, may accompany skill development and knowledge acquisition. It is called accompanying learning and includes tendencies, attitudes, appreciation, respect for others, self-confidence, responsibility, decision-making ability and independence. In addition to the lack of respect for others and for laws to win and exploit the weakness of others, intolerance, bad self-image, irresponsibility and dependency are also examples of accompanied learning. If this is helpful or harmful, positive or negative, the accompanying learning cannot be avoided. This kind of unintended education is due to the hidden curriculum in physical education and sport that consists of unconscious and unplanned values acquired and learned during the education process. This approach also reflects a value

system for the students themselves, which includes unplanned and unintended standards and implicit values that are taught and learned during the learning process but are effective and acquired in schools, although teachers do not mention them during explanation or application (3:46, 47) (12:30, 31).

The hidden curriculum is a picture of the common values in society. It plays a prominent and important role in strengthening the social value system, such as belonging, patriotism, cooperation and other noble values. It also plays a prominent role in giving students a set of skills and positive attitudes that enable them to social interaction, and have a positive impact on their mental health. The school community consists of a group of individuals with a net of social relations working in a framework of participation and exchange of opinion and experience. These unplanned values are known without planning; they are known as the hidden curriculum (6:49) (16: 6) (25: 83) (4: 339) (17: 301) (36).

It is clear from Table (6) that the highest weighting percentage of the statements (2) "the difficulty of controlling and employing the hidden curriculum positively, especially by regulations, laws or books". Statement (3) that is "The lack of studies carried out in the Arab environment on the hidden curriculum. Despite being few, these studies take on a theoretical character as it revolves around the concept of the hidden curriculum and works to identify its components, its effectiveness and its intellectual and ideological functions. Its task stops in defining the phenomenon and its concept without working to examine it critically and reveal its aspects as in the picture in which this phenomenon was presented in Western studies". Statement (7) is "The lack of awareness among faculty members of the concept of the hidden curriculum, their lack of knowledge of how to analyze it in their faculties, and therefore the inability to employ it, while the challenges that threaten the values of the faculty member increase." With a score of (100.00%). While statement

number (11), which is "the hidden curriculum may hinder the role of the official curriculum and lead to the failure of its trends if there is not coordination and integration between them to the required level." Had the lowest weighting percentage of 89.80%.

This is because the concept of the hidden curriculum in the educational fields in Egyptian colleges and universities is recent. Thus, the faculty members have inadequacy and lack of awareness of this concept and the degree of its impact, and their knowledge background of it is weak. That resulted in the lack of studies and researches that dealt with and studied this type of curriculum in some detail.

This is consistent with the findings of the studies of Cameron Ruff, (2013) (28), Akram Abu Ismail and Tayseer Khawaldeh (2015) (2) and Maryam Ahmadi (2015) (17). The teachers' knowledge background of hidden curriculum is weak and therefore their inability to analyze and employ it. As there are different opinions of researchers and educators

about the degree of impact of the hidden curriculum, but everyone agrees on the need to pay attention to the hidden curriculum in teaching.

The hidden curriculum is a new concept in the educational sciences that should be highlighted and clarified. There is a need to find research, analysis and accurate understanding of specific aspects of the hidden curriculum and the creation of educational practices to support it. On the other hand, research in this type of curriculum is a requirement dictated by the need to clarify a new concept of educational concepts, and then to address the comprehensive concept of the hidden curriculum necessary by the poor educational library to such research. especially if we know that the hidden curriculum is one of the educational tools in our schools and universities that contribute to the acquisition of many values and knowledge that remain for a long period of time (27) (18: 342) (30).

The nature of the hidden curriculum seems to us more subtle than it is clear. It refers to everything that the students

learn, rather than the planned and formal curriculum. Therefore, one of the most difficult problems faced by curriculum developers is the difficulty in controlling the hidden curriculum. It cannot be controlled by laws, regulations or books (4: 337) (35).

It is clear from Table (7) that the highest weighting percentage was for statements number (1, 4, 15, and 22) by 98.86% each. Statement (1) is that "the risk of the hidden curriculum can be reduced if both the student and the faculty member are aware of the concept of the hidden curriculum. They should be trained to analyze and employ it in a way that serves and preserves the values of society". Statement (4), "training courses for all faculty members at various levels of teaching should be stated to develop the concept of the hidden curriculum and to train them to analyze and employ it positively with the help of a guide prepared for that". In statement number (15), "the conduct of more studies and scientific research on the hidden curriculum in the educational process in the

faculties of physical education to remove the negative concepts and enhance the positive ones resulting from it". And in statement number (22) "Enriching the educational environment in the faculties of physical education, by saving the necessary educational and technical means to enable the faculty member to carry out his various roles in employing the hidden curriculum effectively and positively ". While statement number (24) which is "Providing material and moral incentives to distinct faculty members for encouraging them to continue excellence and thus encourage others to develop their performance and sincerity in their work" had the lowest weighting percentage of 88.64%.

This is due to the lack of researches conducted in the hidden curriculum in the fields of education, teaching and sports there is a lack of awareness of the importance of this approach, identifying its risks and disadvantages, reducing them as well as positive aspects and employing them well. This is consistent with the results of the studies of Akram Abu Ismail and

Tayseer Al Khawaldeh (2015) (2), Maryam Al Ahmadi (2015), (17) Mervat Al-Sabahi (2015) (20), which referred to The existence of negative and positive psychological effects of the hidden curriculum, as well as the clarification of the positive and negative aspects of this approach. There are significant and value results for good understanding of the hidden curriculum. Teachers who recognize the importance and impact of the hidden curriculum are in a permanent review of their personal attitudes with their students in the classroom.

If this type of curriculum is not used properly and effectively, we may send negative messages to be rooted in social beliefs and ideas rather than using the hidden curriculum to make the school a place for social change.

With the difficulty of controlling the hidden curriculum, it is possible to limit its negative effects by creating awareness of the importance of human interaction with students and practicing it in the school environment. Also by guiding students directly and indirectly

to the best intellectually, socially and behaviorally and responding to their interests, desires, and positive needs, in an integrated school environment. And planning and building curricula that are closely related to the reality they live in, with the training and preparing teachers to be able to perform their duties humanely and functionally (4: 339) (35) (31) (37) (38) (39) (40).

From the requirements of applying the hidden curriculum on the ground is to hold training courses for teachers quickly to familiarize them with the hidden curriculum and how to enhance its positive experiences. and to raise supervisors and teachers awareness of the importance of providing students with the opportunity to fully interact with the experiences of the hidden curriculum and to guide classroom and non-classroom activities so that students can pass many positive experiences within the framework of the hidden curriculum. The enrichment of the school environment (both classroom and non-classroom) occurs by providing the necessary

materials and equipment, and the educational and technical means to enable the teacher to play his/her various roles in using the hidden curriculum effectively and positively. In addition to carrying out empirical and experimental studies to reveal the secrets of this type of concepts, its importance and its applications in the curricula and to conduct studies to expose the dangers of this approach in educational institutions in various educational stages. Many researchers have studied the impact of the explicit school curriculum in achieving the goals of the educational process, forgetting what is known as the hidden curriculum, which is often the key to achieve these goals. (11: 129) (18: 342, 353) (19: 546) (14:66, 67) (30) (42) (31) (42) (43).

There is a consensus of educators on the importance of this approach and the need to study it, and disclose its components, and the ways to benefit from it. The need to know the positive aspects it poses to strengthen it and the negative aspects that it leaves, in order to address and

overcome it. The hidden curriculum in traditional education is linked to the physical learning an educational environment within the school, which contributes to the formation of students' personality patterns, and the reflection of this environment on the behavior within and outside the school, while the virtual environment is less influential (2:16, 17).

Findings:

In light of the research aims, questions, the nature of the sample, the design used, the statistical treatments, and the results of the research, we can conclude the following:

The first aspect: The following objectives of hidden curriculum in the educational process in the faculties of Physical Education received the highest weighting percentage ranged from 93.20% to 98.86%:

- Taking into consideration the behavior and development of experiences, knowledge, ideas and systems that the student learns within the faculty without planning from a member of the faculty, college or university.

-Urge the faculty member to employ the so-called accompanied activities with the curriculum in the lecture and the faculty, in addition to student's activities to achieve his convictions and wishes outside the framework of the declared curriculum.

-Strengthening the social value system such as belonging, citizenship, cooperation and other noble values.

- Providing religious, ethical, social, and aesthetic values.

-Providing students with experiences through the hidden curriculum by example learning or through watching and observation for peers, faculty members, community members, college administration, events, situations around, sports, public competitions, concerts, extracurricular activities, entertainment programs, theater and so on.

- Providing positive reinforcement in its various forms, which increases the effectiveness of the educational process and the integration of students in it.

-Providing students with many positive behaviors that may not be part of the planned formal

curriculum, such as respect for laws and regulations, preservation of public property, building relationships with others, order and organizing.

-Taking into consideration the role of the environment and its components in the unplanned realistic educational process.

-Consolidate the values of moderation, openness and seek academic excellence, as the way to get a job after graduation.

- Focusing on the undeclared directions that suggest to the students some behavioral performances without explicit reason or direct guidance from the faculty members or the various types of authority within the faculty.

- The second aspect: The following problems and challenges facing the hidden curriculum to develop the educational process in the faculties of physical education at the highest weighting percentage ranged from 97.73% to 100%:

- The difficulty of controlling and employing the hidden curriculum positively. It cannot be controlled by regulations, laws or books.

-The lack of studies carried out in the Arab environment on the hidden curriculum. Despite they are few, they take a theoretical character, revolves around the concept of the hidden curriculum and defines its components, effectiveness, intellectual and ideological functions. Its task stops in defining the phenomenon and its concept without working to examine it critically, and disclose its sides, according to the picture in which this phenomenon was presented in Western studies.

-The lack of awareness among faculty members of the concept of the hidden curriculum, and the lack of knowledge of how to analyze it in their faculties, and consequently the inability to employ it, while the challenges that threaten the values of the faculty member increase.

-The frequent scientific debate on the nature of the hidden curriculum in the educational institution with its data, composition, and methodology. This great controversy led to the emergence of multi-purpose trends on the nature of the hidden curriculum, its

structure and its educational functions.

-The objectives and content of the hidden curriculum are not obligated to be achieved by the administrators of the educational process as the faculty members or others in the faculty.

-The declared curriculum is measurable according to the evaluation methods and used tools while it is difficult or impossible to measure or evaluate the hidden curriculum because of the lack of awareness of the faculty member to understand this type of curriculum.

- The presence of some negative aspects such as lying, fraud, hating a faculty member, faculty, or the entire educational process, causing the student some problems such as absence, failure and leakage.

- The declared curriculum has known boundaries in terms of quantity and type and includes content, style, method of implementation, teaching and accompanying activities, while this property is not necessarily available in the hidden curriculum.

- The aspects of hidden curriculum change according to time and place change. Hidden curriculum is not a part of any particular environment, nor is it at all times (a certain particular lecture or teaching situation). It cannot be said that a particular environment or teaching situation can suggest similar hidden curricula at different times that, the student himself may be the decisive factor in highlighting the hidden curriculum.

-That the declared curriculum sources are known and it has specific objectives while noting that the hidden curriculum does not necessarily have this property. It may be difficult to determine the type of sources of the hidden curriculum where many believe that the whole society, is the source of this curriculum.

The third aspect: The following mechanisms and solutions proposed to activate the hidden curriculum in the educational process in the faculties of physical education had the highest weighting percentage ranged between 96.60% to 98.86%:

- The risk of the hidden curriculum can be reduced if

both the student and the faculty member are aware of the concept of the hidden curriculum. They should be trained to analyze and employ it in a way that serves and preserves the values of society.

- Training courses should be hold for all faculty members in different study stages to develop the concept of the hidden curriculum and train them to analyze and employ it positively with the help of a guide prepared for that.

- Conduct more studies and scientific researches on the hidden curriculum in the educational process in the faculties of physical education to remove its negative concepts and enhance the positives ones resulting from it.

- Enrichment of the educational environment in the faculties of physical education by saving the material resources and equipment, and the necessary educational and technical means to enable the faculty member to carry out his various roles in employing the hidden curriculum effectively and positively.

- Introducing the hidden curriculum as an integral part in the courses of the faculties

of physical education in order to develop the concept of hidden curriculum of the student teachers and train them to analyze and employ it before being in service.

- Creating awareness among faculty members of the importance of human interaction with students, and guiding them to the best intellectually, socially and behaviorally and to build curricula that are closely related to the reality they live.

- The faculties of physical education need to focus on the skills of self-development, character building, enhance self-confidence, accept criticism and respect for the other to have a student who is able to deal positively with the new situations that he exposed to.

- The need to take into account the integration between the formal curriculum and the hidden curriculum to increase the student's compatibility with the curriculum. The effectiveness of learning should be increased through careful and cautious when implementing the formal curriculum. The

implementation should be in line with the values of society. Care should be taken into consideration when implementing the curriculum in a manner consistent with undesired and prevalent values and habits.

- An attempt to demonstrate the educational methods necessary to invest the hidden curriculum in the educational process in faculties of physical education to enable students to face the problems and intellectual, cultural, economic and social challenges that surround their daily lives.

- Expanding students' understanding of the hidden curriculum in the subjects presented, highlighting it in all its aspects. It enables students to acquire, store and relate knowledge to its precedents, to be able to select the optimal alternative among variety possible alternatives and to address complex issues by analyzing them and reconstructing them more coherently and clearly.

Recommendations:

1. Conduct more studies and controlled scientific researches on the hidden curriculum in the faculties of physical education, and benefit from the outputs of these researches and studies in the design and preparation of academic curricula and academic programs for this type of curriculum.
2. Caring about teaching the subject of hidden curriculum in the preparation programs of student teachers in the faculties of physical education.
3. Conducting applied and experimental studies to disclose the secrets of this type of curriculum and its importance and applications in the field of physical education.
4. Doing Studies to detect the dangers of hidden curriculum in the faculties of physical education in Egyptian universities.
5. Address the negative effects of the hidden curriculum by academic programs and curricula in the faculties of physical education.
6. To promote the positive aspects of the hidden curriculum in the physical education by providing the supporting educational content directly and indirectly in the curricula and academic programs.
7. Attempting to show the educational methods necessary to invest the hidden curriculum in the educational process in faculties of physical education to enable students to address the intellectual, cultural, economic and social problems that surround their daily lives and thus help them to benefit from their positives for their self-interest and the concern of their communities.
8. Holding and organizing workshops and training courses for faculty members and their assistants to define the hidden curriculum, and how to enhance its positive experiences. In addition, they raise awareness of the importance of providing students with adequate opportunities to fully interact with the experiences of the hidden curriculum.

9. Develop a guide for faculty members in the hidden curriculum and its requirements in faculties of physical education.

10. Distancing students from practices, that lead to some behaviors, values or unwanted ideas, and this requires supervision and continuous follow-up from the management of the faculty and university.

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