

Analyzing the Role Model of Principals in the Creation of the Hidden Curriculum of Secondary Schools: A Mixed-Method Study

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Abstract:

The main goal of this research was to analyze the role of schools' principals in the formation of the hidden curriculum of secondary schools in Tabriz. The research was carried out through mixed method research (qualitative and quantitative) of exploratory type. The research community was formed by academic experts and professors in the field of education, curriculum development, and public education and principals of successful schools. In the qualitative phase, the opinions of various experts were collected through the grounded theory method (by using semi-structured interview) and analyzed and classified through coding steps. Based on the theoretical saturation criterion, 17 participants were selected in a purposive way in the qualitative phase and in the quantitative phase 356 experts, school principals and educational assistants of schools. Data was collected by semi-structured interview and analyzed by structural equation method with smartpls4 software. As a result, 103 indicators, 24 components and 6 dimensions were obtained, which were presented in the form of a paradigm model. In the quantitative phase, a survey research method and a researcher-made questionnaire tool were used. Also, in the quantitative section, using the structural equation method, it was determined that among the obtained components, the effort participation component with a coefficient of (0.912) is the first priority and the rules and regulations component with a coefficient of (0.619) is the last priority. The main result and suggestion of the research is that more and special attention should be given to the components that were placed in the first priorities.

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Introduction:

Nowadays, in most human societies, education of children and young people is one of the important programs of families. The tension and complexity of social life and the urgent need of the people of every society for education in various fields, it is obvious that in addition to the family, a huge part of the responsibilities arising from the serious matters of education and education are also on the shoulders of governments (Tajari, 1400: 79). In our country, according to the general principles of the 95th Constitution, the mandatory aspect of public education justifies the government's responsibility and its freeness. In order to run the society, the legislators are forced to compensate the damages in some way by applying judicial policies. Therefore, the educational parents are responsible for the activity of the students in terms of the legal responsibility according to the description of the duties, and the government is also in terms of the actual responsibility for the activity of the students in the event of accidents and damage, he will be responsible for compensation (Shaabani, 2019: 28). School principals play a pivotal role in the success of schools. They have a unique opportunity to influence the implementation of regulations and provide opportunities for the growth and development of teachers, staff, and students (Ashrafi & Zinabadi, 2021).

On the other hand, education, as a service institution whose task is to educate people as the capital of a country, has an important and fundamental task, which must be carried out according to a pre-defined and planned framework in order to be able to achieve everything that the need

of people is to update their knowledge in the best way (Serpe and Farassia, 2021: 4). Education is one of the most important and complex things that has a very effective role in human life (DehghanMarvasti et al., 1400: 131). The high position of education in the life of humans and even animals is not hidden from any wisdom and its necessity has not been doubted until now. Because the right education can bring a person to the peak of values and if it goes wrong, it will lead him to fall; Because a person (unlike animals, who know their awareness and needs instinctively), at the beginning of his birth lacks knowledge, understanding, education and perfection, and gradually through direct and indirect education and training, his potential talents are realized and They grow and evolve (MoradiMokhles et al., 2017: 32). Max Horkheimer, in his writing entitled "The Dawn of Bourgeois Philosophy", considers the characteristic of the new civilization to be man's desire to dominate everything (over nature and over man). It seems that all civil institutions, including modern schools, which have been gradually established during this period, have facilitated the realization of such a desire. All the effort that a person showed for his superiority was justified and legitimized by ideals such as progress, prosperity, and happiness of mankind. Most of the duty of schools in the new era has been to legitimize the aforementioned ideals. But how did the new schools do such a task? In other words, in the new era, by playing which roles and performing which functions, were schools able to justify that desire to excel in the guise of these ideals? Parsons, Durbin and Jackson consider the central function of

principals and teachers in schools to transmit social norms to the young generation. According to them, the focus of the activities of administrators and teachers in schools is the progress of society. It is assumed that the progress of society is possible only with the implementation of single and identical programs by social institutions, especially schools (Tahmasabzadeh et al., 2019: 71). From the point of view of these thinkers, the field of education is one of the components of modern society, which has a specialized function and was created in order to maintain the order and balance of society (Mohammadi, 2018: 21).

But thinkers such as Giroux, Bowles, Gintis, Lyotard and to a certain extent Foucault see the function of administrators, teachers and teaching staff in schools as the unfair reproduction of social and economic relations on the one hand, and the legitimization of power on the other hand and the timely and complete implementation of curricula. They know hidden and obvious) education. In school education, there are factors that are not part of the explicit curriculum and are hidden from the view and observation of the planners and those involved in education. They act as planned lessons. Such as: school rules and regulations, school social atmosphere, student-teacher interaction, classroom emotional atmosphere, teachers' judgments, and learners' interests and needs are among these factors. From the impact of these, thinking, attitudes and tendencies are formed in the learner, which in the literature of curriculum planning, those effects are called hidden curriculum. The hidden curriculum tells about the

learning that students experience due to being in the heart and context of the culture that governs the educational system (school) (Panahi et al., 2016: 181). Undoubtedly, one of the most important components in the citizenship education of students is the hidden curriculum. Different things such as respect, honesty, commitment, responsibility, compliance with laws and regulations, self-knowledge, awakening of nature and intellect, creating desire and passion for obedience and worship of God, cultivating the virtues of moral work, patriotism, law-abiding, participation are familiar (Shafiee et al., 2019: 40).

Sociologists, education researchers and psychologists usually use this concept to describe the informal school system. Perhaps the most important effect of the hidden curriculum concept lies in the fact that it calls researchers to observe education, teaching and school education as a text that needs to be interpreted or hidden meanings revealed. The hidden curriculum is not written anywhere and no teacher teaches it. Rather, the educational environment of the school, with all its features, teaches it. Regardless of how skilled and competent the school teachers are, or how advanced the curriculum is, students are exposed to something that has never been talked about. Gradually, under the influence of the hidden school curriculum, they find a special approach to life, and a special attitude to education and learning (Tahmasebzadeh et al., 2019: 73). The findings of Carvalho's research (1995) showed that there is a re-creation of values through the hidden curriculum, which tends towards negative or non-valued values that not only the students perpetuate, but also

the school staff unconsciously cultivates. Social inequalities are inseparable and inherent in schools, which are reinforced by teachers and school management.

Jintis (1971) considers the main function of the hidden curriculum to be social control and supervision. Through the hidden curriculum, the school recreates the students' social class and implicitly prepares them to accept their future social status (Bravo-Sotelo and Metila, 2021: 3). According to Bolzogintis, the hidden curriculum has a political-economic aspect. Its responsibility is class separation. Fraser and Sawker (1975) concluded in their research that schools convey different hidden messages about gender to students. Many researches have concluded that norms, values, expectations, and school experiences reinforce sexual misbeliefs, and that the hidden curriculum acts to reinforce the annual fashion relationships and limit women's educational experiences (Korpershoek et al., 2016: 655).). These beliefs about the unity of the neighborhood and the city have manifested in schools in different ways, for example, in cities with local cultures, values, beliefs and customs that are specific to a metropolis like Tehran, it is more difficult to accept some different beliefs and transfer of Misconceptions are easier. As a result, the hidden curriculums will be much more visible in them. One of these cities that has a long historical history is the city of Tabriz with an ancient history that has been stable on its principles and culture for years and the role of managers in this city is very distinctive (with having the Turkish and completely indigenous culture and its special language

In a research titled "Hidden Curriculum vs. On-site to Online Transfer: a review after the Outbreak of the COVID-19 Pandemic", Olianina (2022) stated that the curriculum is a central experience in any educational environment. While much focus is placed on the designed curriculum, for learners, some learning depends on the hidden curriculum. After the outbreak of the global pandemic of COVID-19, and the transition from face-to-face education to online education, the hidden curriculum seems to be in trouble. Hence, hidden curriculum issues are explored during the COVID-19 pandemic. A review research method was adopted for the study. The findings of this study suggest that the hidden curriculum is likely to be ineffective because learners are not exposed to their instructors in a face-to-face learning context, where they can easily pick up and absorb certain personality traits that are expected in traditional teaching and learning. Therefore, this study recommends to others the need to schedule minimum time for face-to-face contact segments. Also, instructors should be counseled, trained, and guided to be intentional about learning specific personality traits from them in the least amount of time scheduled for face-to-face contact segments.

Based on the opinion of the thinkers, it can be said that there are two views regarding the role and function of principals in schools, one is an optimistic and positive view that aims to transfer the culture and values of the society and embed them in the minds of students in the form of hidden curricula, and the other, a critical view based on the reproduction of the existing situation. Regarding the roles

of managers as the most effective person in the formation of curricula in schools, especially those that deal with the education and training of students, there has not been an experimental and comprehensive research to determine the roles of managers as one of the most important influential people in the future. Students should have it, especially in a city like Tabriz. There is an empirical gap in this regard regarding what desirable expectations can be had from current managers in the form of roles, based on which a suitable model can be designed, or in other words, the research problem can be formulated as follows: What is the appropriate model of the role of administrators in the formation of the hidden curriculum of secondary schools in Tabriz?

Research Methodology:

This study is a mixed-method approach (Qualitative-Quantitative). Among the designs of mixed research method, our method is exploratory, which first conducts a qualitative study, and then in the continuation of the qualitative phase, in order to complete and confirm its findings, a quantitative study begins (Creswell, 2007: 83; translated by kiamanesh, 1390). In this research, an exploratory mixed method was used because the research phenomenon was completely unknown and it was necessary to first identify the main concepts and components and then build a quantitative tool based on them. In the qualitative phase, by using research literature and semi-structured interviews to extract indicators (open codes), components (axial codes) and dimensions (based on the paradigm model of selected codes), the Grounded Theory was used. The participants in

the research are experts and university professors in the field of education, curriculum, education, and primary education and principals of successful schools who have relevant academic degrees or have articles, books, authorships and also teaching in this field. The criteria for entering the study were selecting experts with at least three years of experience working in the university in the field of educational management, experts with at least a doctorate in the fields of educational management, higher education and primary education, curriculum and education, and topics related to the research subject. The sampling method was also purposive. From the point of view of Tashakkori and Teddlie, in this sampling method, the cases are selected non-randomly and completely purposefully (Tashakkori and Teddlie, 2003: 93). Survey method was used in the quantitative phase. The method of data collection was a researcher-made questionnaire to collect quantitative data, which was used to determine the current status of the dimensions and components of the research. In the analysis of the questionnaires, the structural equation method was used with a sample of 356 experts, school principals and educational assistants. The average time of the interviews was 83 minutes. After the implementation of the interviews, in order to analyze the data, the ground theory method was used simultaneously with the data collection. Thus, after conducting the interviews, the tapes were first downloaded. After that, a copy of the extracted codes was sent to the interviewee and confirmed. In order to get familiar with the data and immersion, the data was read several

times, thus the primary codes were identified and similar indicators were placed together in one category. Finally, by studying the codes and consulting with the professors, similar codes were given a general title, and the core codes were formed from this section. Finally, to select each core code for the dimensions (causal, intervening, phenomenon, background, strategy, and consequence) from the codes with Common concepts were used. Also, to ensure the accuracy of the collected data, there was a long-term and deep engagement of the data. In addition, two other researchers participated in data analysis in addition to the main researchers. The researcher read the manuscripts to confirm the coding and categories. To increase the verifiability, the participants are referred again. Having the maximum diversity in sampling and long interviews were other ways to increase the validity of the data. From the initial

interview, themes and subclasses were formed, and then data reduction continued in all analysis units (codes) until the main codes emerged. Interview continued until the theoretical data saturation stage. Qualitative content analysis was performed with MAXQDA12 software. Structural Equations is a method that is used to investigate the effect of each variable on other variables and determine the priority of the components of the desired variable, so that the overall goals of the research are possible. The structural equation model is able to determine the degree of influence between the components that are individually or collectively dependent on each other. In this research, obtaining informed consent, maintaining identity information and maintaining confidentiality in implementing the content of the interviews were considered as ethical considerations.

Table 1: Characteristics of interview participants

Job Class	Number of participants	Variable 1,2	Degree	Numbers	Variable 3,4	Class	Frequency
Experts and university professors in the field of education, curriculum , education and elementary education and Principals of successful schools	17	Degree of Education	Master	1	Age	Under 39 years	1
						40 to 45 years	2
			Doctor	16		46 to 50 years	9
		Gender	Female	7		Above 50 years	5
			Male	10	Work Career	Under 10 years	3
		11 to 20 years				8	
		Above 20 years				6	

The Research' Purpose and Questions:

The main goal of the research was to reach a conceptual model through exploring and extracting the effective factors on the role of school principals in the hidden curriculum through qualitative research. And then these factors are reviewed and confirmed through a quantitative research. There are two main questions as follows:

1- What factors have influenced the role of managers in the formation of the hidden curriculum of secondary schools and how will the relationship between these factors be in the form of a conceptual model?

2- How are the identified factors evaluated and prioritized by other educational personnel through survey study?

Findings: Part 1 (Qualitative)

Question 1- What factors have influenced the role of managers in the formation of the hidden curriculum of secondary schools and how will the relationship between these factors be in the form of a conceptual model?

In this research, in order to identify the effective factors on the role of principals in the formation of the hidden curriculum of middle schools in Tabriz city, the procedure of open, central and selective coding with the Grounded Theory Method was used. Finally, the role model of managers with 103 indicators, 26 components and 6 dimensions was extracted.

Table 2: List of all concepts extracted from the semi-structured interview

Dimensions	Components	Indicators	Interviewee codes
Causal Conditions	Environmental factors	Direct influence of work and environment	4,10,11,13
		Inappropriate educational and research conditions for students	2,10,12,14,15
		Geography of the city	4,5,11
	Psychological factors	Students enter school at an early age	1,3,9,17
		Learning the first educational teachings in school	1,5,6,10
		Physical removal of parents for the first time	1,5
		Learning social communication at the age of 6 and 7	1,4,15
	Philosophical factors	The formation of fundamental questions in the student's mind	3,4,11
		Political and religious orientation of students	6,8
		Learning to think and think	2,3,5,17
Learning how to ask questions and get answers		16	
Personal Conditions	Attitude	Fairness in evaluation and non-biased judgment	1,5,6,10
		Ensuring that teachers use appropriate teaching methods	1,5
		Ensuring the teaching-learning process	1,4,15
		Ensuring the scientific ability of teachers in the field of expertise and transferring the concepts of the field to students	3,4,11
		Trust and belief in the educational materials provided by teachers	6,8
		Responding to students	2,3,5,8
	Principal's responsibility & commitment	Communication and interaction with teachers and students	16
		Not discriminating between colleagues and students	3,4,5,11
		Opening the door of the manager's room to students and teachers	4,11,12
		Being present at work	3,4,5,11
		Interested in learning	1,2,5,11
	Educational-research development	Development of science and knowledge in line with educational goals	1,7,10,15
		Using the actualized intelligence and talent of students in	3,4

		educational matters		
		Transferring the generation with healthy and correct experience to the next periods	1,5,16,17	
	Motivational effect of managers	Survey and evaluation of teacher's work	7,8,9,11	
		The effect of the manager's positive behavior on the teacher's motivation	2,6,7,9,13	
		Giving appropriate feedback of learning and classroom by the manager to the teacher	1,5,7,10,16	
		Interact during class	5,13,14	
	Individual ethical standards	Having a plan	4,5,9,10,11	
		Being interested in the job	1,3,14,17	
		Observance of discipline and work discipline	1,5,6,10	
		Good manners and generosity	1,5	
	Strategic Conditions	Cooperation efforts	Creating a spirit of cooperation and interaction among students	3,4,5,11
			Thinking of ways to communicate with students at different levels	4,11,12
			Providing successful experiences by students to other students	3,4,5,11
Open thinking space for students and teachers and teaching staff			1,2,4,5,11	
Political-management factors		Appointing managers and teachers based on abilities, not political affiliations	2,3,4,5,11	
		Mediation of school officials in politics with students	4,10,11,13	
		Political freedom of students in expressing their thoughts	2,10,11,14,15	
Social factors		The attractiveness of curriculum implementation activities among teachers	4,5,11	
		The role of middle school teachers' experiences in the implementation of the curriculum is weak	1,2,5,11	
		The high speed of changes in technology and communication tools and media in relation to curriculum implementation activities	1,7,10,15	
		Improper implementation of the curriculum at the organizational level	3,4	

Underlying Conditions	Recruitment of employees	Hiring people based on merit	1,3,15
		Attention to the potential and scientific ability of people in selection and recruitment	3,4,5,11
		Revising the methods of recruiting teachers	1,2,4,11,15
		Not constantly moving the specialist	3,4,5,11
		Recruiting new personnel proficient in new research methods	2,3,4,5,11
	Work conscience of managers	Having a work conscience	1,3,9
		Moral commitment to the responsibility has assumed	4,10,12,16
		Adhering to the profession and working principles	9,10,14,15,16
		A culture of accepting mistakes	1,6,13
		To act in accordance with the goals of the organization	2,6,10,14
		Consider an ideal situation for yourself and try to reach it	3,8,12
Intervening Conditions	Rules And regulations	Centralized educational rules	3,4,5,11
		Focused educational content	1,2,4,5,11
		Mandatory enforcement rules	3,10,11
		The exclusivity of the mass media at the macro level and the lack of desirable performance of the mass media in the field of culture of students in the implementation of the curriculum	3,4,11,15
		Government and public service organizations implementing the curriculum	1,3,8
		The need for stability in curriculum implementation programs	1,7,9
		Economic factors	Sanctioned conditions and the chaotic economic situation of the society
	Economic status of families		7,8,9,11
	Non-government school fees		2,6,7,9,13
	Current school expenses during education		1,5,7,10,16
	Cultural factors	Low values and beliefs of the society due to a stereotyped attitude to the implementation of the curriculum	5,13,14
		Low culture in research subjects due to illogical thoughts	1,3,9
		Ignoring the country's ancient beliefs and culture in school (Yalda	4,10,12,16

		Night, CharshanbeSouri, etc.)	
		Lack of cultural and incentive programs in the school	9,10,14,15,16
	Political factors	Integrating experience programs of elementary teachers at the level of curriculum implementation	1,6,13
		Looking at modernity and creating a competitive environment among schools based on a systematic management and outsourcing system	2,6,10,14
		The inadequacy of the government's support for private schools that implement the curriculum to introduce and make them popular	3,8,12
		Inadequacy of government support for media programs related to curriculum implementation	4,5,10,11,13
		Long-term absence of the mother with the child	3,4,5,11
	Family factors	Cultural influences of parents on children	4,11,12
		Wrong parenting lessons	3,4,5,11
Outcomes	Developing student experiences	Motivating students while attending school	3,10,11
		Paying attention to students' qualifications for promotion	3,4,11,15
		Choosing the best and most worthy people as top students and role models	1,3,8
		Scientific action of school officials with students	1,2,4,5,11
	Cultivation	Teaching correct school culture using religious teachings	3,4,11,15
		Teaching social patterns to students	1,3,15
		Urban culture and school	3,4,5,11
		Interaction of students and teachers with different cultures	1,2,4,11,15
	Development of public culture	Promoting the culture of curriculum implementation before making decisions	1,2,4,5,11
		Promoting book culture and reading	10,11,13
		Teaching independent life to students	3,4,11,15
		Strengthen the sense of self-confidence	1,3,8
		Strengthening social relationships	1,2,4,5,12

		Strengthening the sense of philanthropy	3,4,11,15
	Development of value factors	Strengthening the religious beliefs of academics	1,3,11
		Matching between society culture and individual culture	3,4,5,11
		Strengthen the sense of respect for the elder	1,2,4,11,15
		Compliance with the right of way	3,4,5,11
		Development of behavioral characteristics of students	2,3,4,5,11
	Development of individual and collective factors	Development of students' religious beliefs and values	4,10,11,13
		Development of cultural adaptability of students	2,10,11,14,15
		Development of social relations of students	4,5,11

As the results of Table 2 show, there are 3 components and 11 indicators for the causal dimension, 5 components and 23 indicators for the main phenomenon (personal dimension), 2 components and 11 indicators for the underlying dimension, 5 components and 21 indicators for the intervention dimension, and 3 components and 11

indicators for the strategic dimension, and 6 components and 26 indicators were identified for the consequences dimension. Below are the results of extracted codes for the role of principals in the formation of hidden curriculum in secondary schools with the help of MAXQDA12 software.

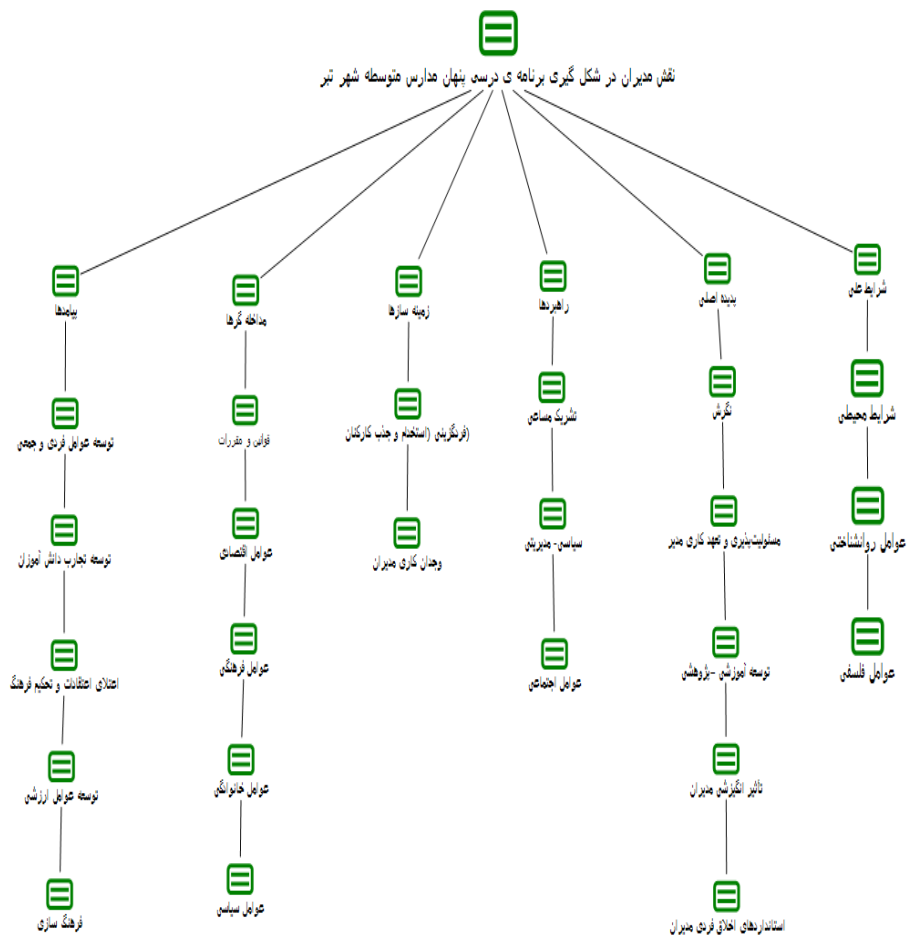
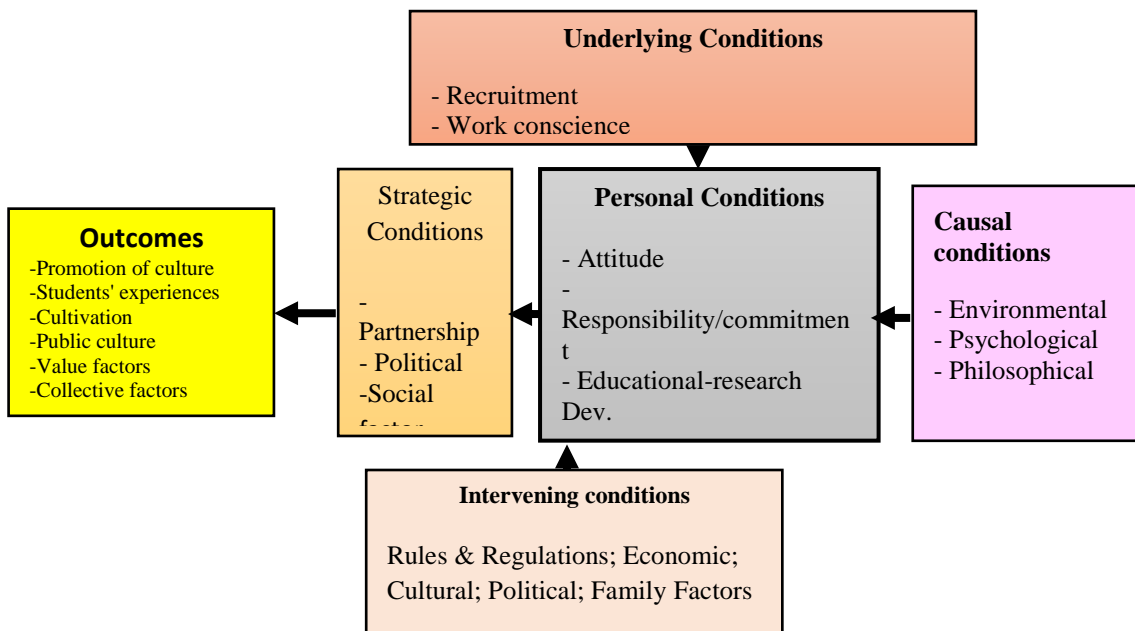


Figure 1) the results of the codes related to the role of schools' principals



Findings: Part 2 (Quantitative)

Question 2- How are the identified factors evaluated and prioritized by other educational personnel through survey study?

In the second phase of this research, the factors identified in the previous phase were investigated by statistical community (experts, school principals, and educational assistants of schools), which were 356 people, and were

prioritize the factors affecting the role of principals in the formation of the hidden curriculum of secondary schools in the city of Tabriz. For doing this part, structural equation method was used with SMARTPLS4 software. Also, all the components are prioritized based on the received coefficient.

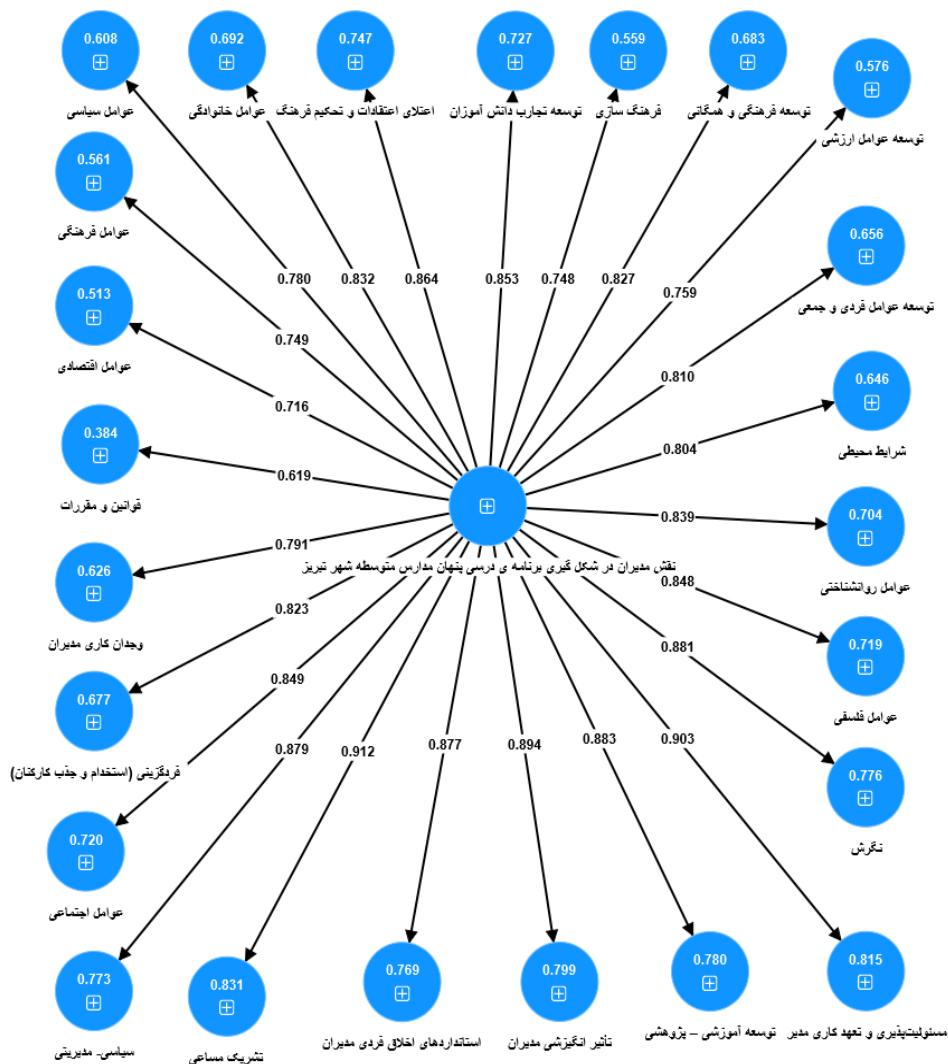


Figure 4) factor load and coefficient of determining the role of Schools' Principals

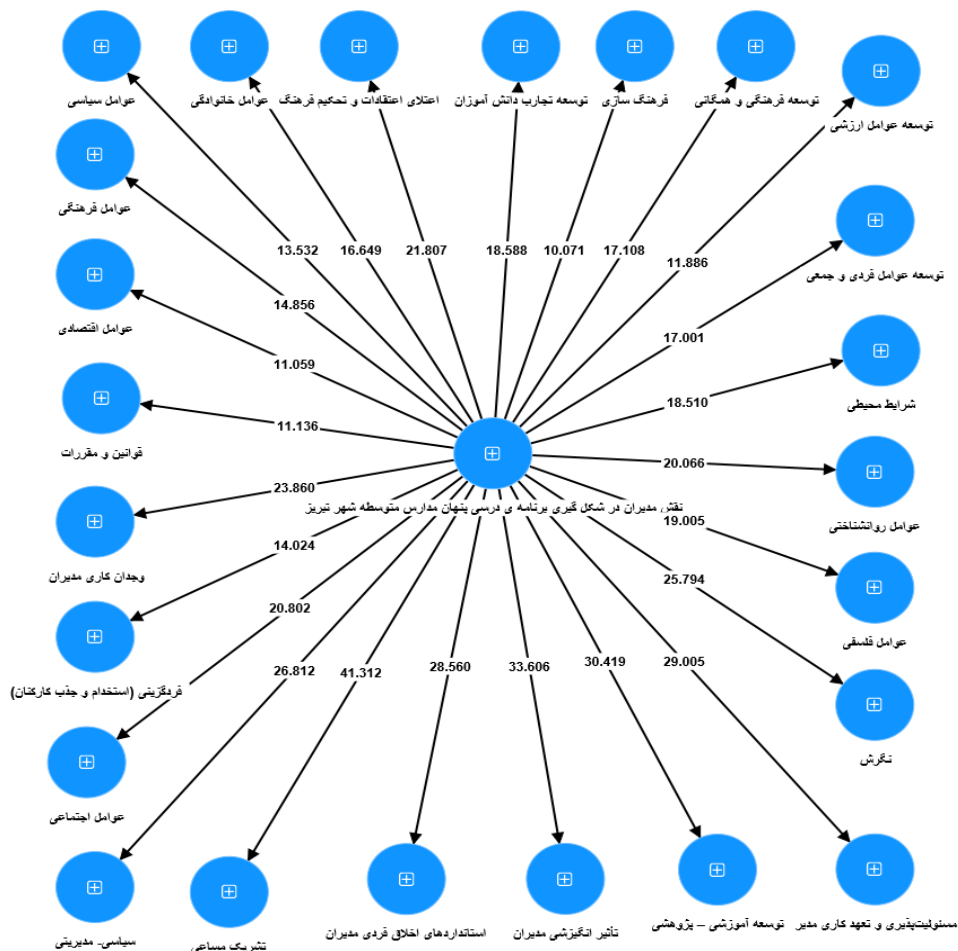


Figure 5) the significance coefficient of the role of schools' principals

Table 3) the measurement model and the priority of the components and reliability evaluation indicators of the variables of the model of the role of schools' principals

No.	Components	Factor Loading	T	Priority
1	Environmental conditions	0.804	18.510	17
2	psychological factors	0.839	20.066	12
3	Philosophical factors	0.848	19.005	11
4	attitude	0.881	25.794	5
5	Manager's responsibility and work commitment	0.903	29.005	2
6	Educational-research development	0.883	30.419	4
7	The motivational effect of managers	0.894	33.606	3

8	Individual ethics standards for managers	0.877	28.560	7
9	Partnership efforts	0.912	41.312	1
10	Political-administrative	0.879	26.812	6
11	social factors	0.849	20.802	10
12	Recruitment	0.823	14.024	15
13	Work conscience of managers	0.791	23.860	18
14	Terms and Conditions	0.619	11.136	24
15	Economic factors	0.716	11.059	23
16	cultural factors	0.749	14.856	21
17	Political factors	0.780	13.532	19
18	Family factors	0.832	16.649	13
19	Elevating beliefs and consolidating culture	0.864	21.807	8
20	Developing student experiences	0.853	18.588	9
21	Cultivation	0.748	10.071	22
22	Cultural and public development	0.827	17.108	14
23	Development of value factors	0.759	11.886	20
24	Development of individual and collective factors	0.810	17.001	16

According to the results of Table 3, it can be seen that **collaboration** (Partnership) with a coefficient of 0.912, **responsibility and work commitment** of the schools' principals with a coefficient of 0.903, **motivational influence** of principals with a coefficient of 0.894, **educational-research development** with a coefficient of 0.883, **positive attitude** with a coefficient of 0.881, **political-management** with a coefficient of 0.879, **cultural and public development** with a coefficient of 0.827, **selection** (recruitment of employees) with a coefficient of 0.823, **development of individual and collective factors** with a coefficient of 0.810, **environmental conditions** with a coefficient of 0.804, **work conscience** of principals with a

coefficient of 0.791, **political factors** with a coefficient of 0.780, development of **value factors** with a coefficient of 0.759, **cultural factors** with a coefficient of 0.749, cultivation with a coefficient of 0.748, **economic factors** with a coefficient of 0.716 and **rules and regulations** with a coefficient of 0.619 occupied the first to twenty-fourth priorities, respectively.

Discussion and Conclusion:

Principals have a fundamental role in the implementation of curriculum in schools, which cannot be ignored because all internal changes in schools are influenced by principals' behaviors and opinions. The behaviors and decisions of managers are also influenced by factors such as family and community and the internal environment of the school, including

teachers and students. One of the most important factors affecting students' academic performance is the role of hidden curricula. Hidden curriculum is the most influential element on students' performance because these types of programs affect all aspects of students' lives. These types of programs include both tangible and intangible aspects of education in schools. The hidden curriculum emphasizes the values and norms in the school. Therefore, the aim of the current research was to obtain in-depth information from the experiences and reactions about the factors influencing the formation of the hidden curriculum of secondary schools in Tabriz. The analysis of the findings showed that the formulation of a suitable framework for the formation of the hidden curriculum of schools depends on six main categories. In this research, in addition to reviewing the research literature and the provided backgrounds, the researcher identified 6 main categories for the role of managers in the formation of the hidden curriculum of secondary schools in Tabriz through semi-structured interviews with 17 experts. Also, 26 components and 103 indicators were identified for these dimensions. One of these categories is the causal factors, which include environmental factors, psychological factors, and philosophical factors, which are the main cause of the effect of the role of managers in the formation of the hidden curriculum of schools. Environmental conditions are for the

effect of work and environment on the role of managers, as well as urban geography, as well as psychological factors that indicate the problems of students in their teenage years, which has led to the importance of hidden curricula in them, such as the entry of young students to school, and learning educational teachings in school and physical removal of parents in elementary school, which can leave its effect in adolescence. Philosophical factors are also one of the main factors in the causal category, which indicates the learning of advanced human relations at the age of 12 to 15 years, or the time when fundamental questions are formed in students. These results are in agreement with the findings of Mortazi et al. (1401) and DehghanMarvasti et al., Keenan et al. (2021) and Lundi and Osiochero (2021) and Basiyous et al. (2023) who referred to psychological conditions such as philosophical thinking and the impact of work situations on the role and behavior of managers were aligned.

The second category, which is considered as constituent and constructive categories, is the main phenomenon or personal conditions; in this category, it refers to components such as attitude that affects the view and attitude of administrators towards students and includes most concepts such as confidence and trust.

The component of responsibility and work commitment of the manager also makes him understand that they must perform their duties completely and

compassionately. The next component of educational-research development is also a component that raises interest in learning and developing science and also points to the importance of the role of generations and transferring concepts to students. It examines the motivational effect component of principals as the fourth component in the hidden curriculum of schools and identifies the effect of the principal's positive behavior on the teacher's motivation and appropriate feedback from others, and finally the principals' individual ethical standards component that includes Planning is being interested in the job and observing discipline and good manners and trustworthiness. The results of this section with the findings of Ito et al. (2020), Apriana et al. (2019), Jamali Imam Qaysi (1400) and TahmasabzadehSheikhlar et al. One of the tasks of the hidden curriculum has been memorized. The third category is the strategic conditions that are presented to determine the role of managers in the formation of the hidden curriculum, which depends on joint efforts, which means creating a spirit of cooperation, thinking of measures to connect students at different stages, and providing students with successful experiences. and political-management factors such as the appointment of managers and teachers based on abilities rather than affiliations, moderation, political freedom in expressing thoughts and social factors such as the attractiveness

of curriculum implementation activities among teachers and the diminution of secondary school teachers' experiences of curriculum implementation and speed Above the changes in technology and communication tools and media in relation to curriculum implementation activities and the inappropriateness of curriculum implementation at the organization level, which means group work, and the results of this section are in line with the findings of Chenani et al. and Shafiei and Sharifzadeh (2019) who mentioned group activities and Steele and Douglas (2021) who mentioned the attractiveness of teachers' activities in the classroom were in line. The fourth category is the categories that are contextual or environmental factors that affect strategic factors under the title of personnel selection (hiring employees) and managers' work conscience, along with causal and intervening factors. Personnel selection, such as the hiring of competent people and attention to the potential and scientific ability of people in the selection and hiring and not constantly moving specialists, and the component of the managers' work conscience, such as the moral commitment towards the responsibility that they have assumed, and adherence to the profession and work principles and the culture of acceptance. The results of this section with the findings of Yocamana (2020) and Laguna et al. (2020) pointed to issues such as succession and meritocracy in the development of hidden programs,

which were in line with the results of this research. The fifth category, in line with the causal factors, in relation to the factors affecting the role of education managers in the formation of the hidden curriculum of secondary schools, is the intervening factors. Laws and regulations as one of the interfering components on the cumbersome laws of education, such as laws and centralized content that take away the freedom of action from the training managers, and the state and public nature of the service organization for the implementation of the curriculum and the need for stability in the programs A lesson that took creativity and innovation from education. The results of this section were in line with the findings of Rashidi et al. (1400), Faruzandeh (1399) and Jamali Imam Qaisi (1400) who pointed to legal and political factors as interveners. Finally, in this study, it was found that the consequences of formulating the role of education managers in the formation of the hidden curriculum in secondary schools are the enhancement of beliefs and the consolidation of the culture and development of the students, and the culture and development of value factors, which in general indicate the enhancement of the native culture in

Students and teachers will be. In the quantitative part, the results obtained from the current state of the dimensions and components showed that managers had a weak role in the formation of the hidden curriculum of secondary school students in Tabriz, and these dimensions and components should be strengthened in them, and finally, the final model, It shows the priority of the participation component of principals' efforts to form a hidden curriculum among middle school students in Tabriz city, which should be given double importance to this component and other priority components such as responsibility and work commitment, and the motivational role of school principals.

Research Recommendations:

Many executive and research recommendations can be imagined for this research. But briefly, we can mention these few recommendations: First, the role of managers in forming and influencing the hidden curriculum of schools should be taken seriously. Second, among the multiple factors that have been identified in this research, more importance should be given to those that are in the initial priorities. Finally, it is recommended to implement the same approach as this research in elementary school.

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