Metaphorical Perceptions of High School Teachers Regarding the Hidden Curriculum

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Abstract

The aim of this study is to reveal the perceptions of high school teachers about the concept of "hidden curriculum" through metaphors. The phenomenological research design was applied in this study. The study was carried out with the participation of 128 high school teachers. The study group was determined using a convenience sampling model. The study data were obtained by completing the blanks in the sentence 'hidden curriculum is like ...because...'. The participants were asked to write a metaphor about the hidden curriculum in the first blank and explain why they wrote this metaphor in the second blank. Content analysis was used to analyze the obtained data. Categories were constituted by classifying the metaphors according to their common characteristics. Metaphors of the participants regarding the hidden curriculum were gathered in the categories of "invisible factor", "negative associations", "guiding for school", "school climate", "an object", "acting as a function", "powerful authority", "a part of daily life", ''integral element of curriculum'' and "building commitment". The participants mostly used metaphors of ''invisible power'', ''atmosphere of school'', ''soul'', ''virus'', ''rainbow'' ,''guide'',''secret message'',''law'' and ''custom''. When the sentences of metaphors made were examined, it was determined that the participants had both positive and negative perceptions regarding the hidden curriculum.

Keywords: Hidden curriculum, Metaphor, Perception, High school teachers, Education.

Introduction

Education is a way of teaching individuals by a series of aims. In this context, educational practices are carried out to achieve these aims. By this purpose, curriculums have been developed to educate individuals (Yuksel, 2002). The curriculum incorporates all of the student's learning experiences both within and outside the classroom, and education systems become functional via curriculum (Oral & Yazar, 2017). According to Demirel (2020), the curriculum is defined as the mechanism of learning experiences provided for students through planned activities in the school. The curriculum is classified based on its aims and functions. Posner (1995) states that curriculum has five main roles (cited in Demirel, 2020).

- Formal curriculum: It refers to the written program which contains the program guide, goals, lesson plans, the order of processing of the subjects, tools and equipment to be used and evaluation.
- Operational curriculum: It refers to the program which indicates what the teacher teaches in the classroom, how subjects are taught, and the students' learning products.
- Hidden curriculum: It refers to the program which is not explicitly expressed in the formal curriculum but influences students' lives and contains the norms and values of the society.
- Neglected curriculum: It refers to the program not included in formal or operational curriculums and includes subjects not taught and the reasons for not being taught.
- Supporting curriculum: It refers to the program that supports the learning experiences determined according to the interests and voluntarily basis of the students, apart from the formal curriculum.

Since education activities are purposeful and planned, these activities must be carried out in line with a curriculum, and all educational institutions apply formally prepared written curriculums. However, students are affected not only by this formal, planned and written curriculum but also by another unplanned and unwritten curriculum (Yuksel, 2002; Wren, 1999) which is called hidden curriculum (HC) (Yuksel, 2004). At this point, the researches indicate that there are two kinds of curriculums that are implemented in schools. The first kind of program is the formal curriculum in which the objectives, content, teaching/learning process and evaluation activities are plainly stated. The second kind of curriculum is the HC which is not explicitly expressed and written. Although the HC is a concept that has been emphasized in recent years, it is difficult to state that there is a clear method for its implementation (Bolat, 2014). The HC includes acquiring values, attitudes, emotions, habits, social competencies (Ercan et al., 2009), beliefs and norms by students at school (Cubukcu, 2012). Erdogan (2008) emphasizes the out-of-school aspect of the HC. On the other hand, Ornstein and Hunkins (2016) point out that the HC includes messages that students are expected to learn but are not clearly stated.

The concept of "hidden curriculum," which refers to the existence of an informal system that affects what is learned, was first used by Phillip Jackson (1968) in his book Life in Classrooms (Portelli, 1993). In the most general sense, the HC was defined by Cubukcu (2012) as ''behaviors, speeches and approaches of teachers and administrators towards students; cooperative and competitive education; the quality of school climate; investigation of the teaching process; values of teachers; learning environment created by the school, in short, the attitudes and behaviors of students in school interactions''.

The HC does not have a common definition. In the literature, a hidden curriculum is defined as a kind of program which includes unwritten, informal, unintended, or unplanned courses, values and viewpoints that students acquire in school (Lukman, 2019); a learning outcome that is not intended by school and teacher (Jerald, 2006; Tezcan, 2003); the unspoken or implicit messages, beliefs, values, and premises in the educational environment (Alsubaie, 2015; Myles, Trautman & Schelvan, 2004); social regulations that dominate school (Tuncel, 2008); in

and out of class activities which are implemented by school staff consciously or unconsciously (Yangin & Dindar, 2010); norms and principles experienced by students throughout their education life beyond instruction (Giroux, 2001); implicit aspects of the learning environment (Blasco, 2012) and tacit messages, including beliefs and opinions of teachers (Akpinar, 2014). In brief, the HC refers to the teaching and learning process, which includes all information, values and beliefs which are generally unnoticed or unable to be directed (Yesilyurt & Kurt, 2012). It can be concluded from these definitions that the HC, formed with unwritten rules, influences either directly or indirectly learning outcomes and increases learners' knowledge beyond the formal curriculum.

In a school, the HC is based on administrative and organizational means and regulations; interactions between the school environment and classroom climate. Classroom climate includes the activities carried out in the classroom. These activities are shaped by teachers' opinions, expectations, prejudices and behaviors in the classroom; student characteristics; exams and student success criteria (Yuksel, 2004). In this regard, Bacanli (2005) states that the HC is not limited to classroom activities, it is effective for life-long learning. In this context, the teacher is the person who will realize the aims of the curriculums, implement the activities, ensure the acquisition of the knowledge, skills and attitudes by students, and evaluate the learning process.

Within the HC, some responsibilities of teachers such as guiding students in acquiring the learning outcomes; helping students to learn and to develop themselves by creating a positive classroom climate; being a model for students by displaying correct behaviors and attitudes in solving problems in the classroom and developing students' various skills by creating learning environments can be listed as main factors which create effects on students in the learning process (Peker, 2017). The HC includes behaviors, attitudes, beliefs and values of teachers and administrators working in the school; the quality and value of the school atmosphere; interactions among students in the school environment; unwritten rules in the school; routines; discipline and cultural attitudes such as obedience to authority (Tezcan, 2003); teaching strategies and verbal expressions used by the teacher and in or out of school activities (Bayanfar, 2013; Ornstein & Hunkins, 2016). In

this sense, teachers' attitudes and behaviors can be considered as one of the sources of learning for students apart from the formal curriculum.

When the literature is examined, it is seen that few studies examining teachers' metaphorical perceptions related to the HC have been conducted. Jerald (2006) points out that teachers should be aware of the importance and effect of HC; in this way, they can always evaluate their relationships with their students in the classroom. In a way, teachers should understand the positive and negative roles of the HC in the school and education system and gain awareness of how it emerges (Alsubaie, 2015). In this context, the HC is as effective as the formal curriculum in the field of education (Baydilek, 2015; Demirel, 2020).

Based on the above review, it can be stated that the HC, which is a newer and broader concept, is important as well as a formal curriculum in the teaching and learning process. In this respect, it is necessary to clarify the HC through teachers who have significant and effective roles in the field of education. In this regard, this research is important and necessary to fill a gap in the literature. Moreover, this study helps shed light on the importance of the HC in the educational environment of a school by identifying it with different metaphors. Based on the presented information, the current study aims to reveal the perceptions of high school teachers about the concept of HC through metaphors. To this end,

the problem statement of the study was determined as "What are the metaphors produced by high school teachers related to hidden curriculum and what are their explanations about the reasons to prefer these metaphors?''

Method
Research Model

In the current study, phenomenology design, one of the qualitative research methods, was used. Phenomenology design is a type of research that focuses on the life experiences of people (Merriam 2009). Phenomenology research aims to examine the experiences and perceptions of participants about a concept and the meanings they have assigned to it (Creswell, 2007). In this study, since high school teachers' perceptions about the concept of HC based on their experiences are obtained, a phenomenological design is used.

Study Group

The study group consisted of 128 high school teachers from different branches working at twenty-two different public schools in Turkey. The participants were determined by the convenience sampling method. Convenience sampling was used because it provides pace and practicality for the research and ensures easy implementation (Yildirim & Simsek, 2013). The distribution of the participants according to gender and branch variables is given in Table 1.

Table 1: Distribution of the Participants According to Gender and Branch Variables

Variables		Frequency	%
Gender	Woman	68	53.12
	Man	60	46.88
Branch	English	24	18.75
	Turkish Language and Literature	22	17.19
	Math	16	12.50
	History	14	10.94
	Guidance	13	10.16
	Chemistry	11	8.59
	Physics	8	6.25
	Biology	7	5.47
	Geography	5	3.91
	Religious culture and moral knowledge	4	3.12
	Physical education	4	3.12
	Total	128	100

When Table 1 was analyzed, it was determined that 53.12% of the participants were women, 46.88% of them are men. As the branches of the teachers participating in the study were examined, English (18.75%), Turkish Language and Literature (17.19%), Math (12.50%), History (10.94%), Guidance (10.16%) and Chemistry (8.59%) branches have the highest frequencies, respectively.

Data Collection Tool

In the current study, the data were collected by the researcher using a metaphor form. The form consists of two parts. The first part includes questions regarding teachers' genders and branches. In the second part of the form, the participants were asked to express metaphors for the HC by filling in the blanks in the sentence "hidden curriculum is like ....; because …". The participants were asked to write a metaphor about HC in the first blank of the question and explain why they preferred that metaphor in the second blank by finding logical reasons for the resemblance they made. Thus, the participants created their sentences by constructing a metaphor related to the HC. The data were obtained through the participants' completion of this sentence. The obtained data constituted the main data source of the study. Saban (2008) points out that the concept of "like" is used to make associations between the subject of the metaphor and the source of the metaphor in the studies related to metaphors. Within the concept of "because" it is aimed to create a logical foundation for the metaphors produced by the participants.

Data Collection Process

The data of the research were collected in the spring semester of the 2020-2021 academic year. The form used as the main data source of the research was sent to the participants through an online form because of pandemic situations.

Data Analysis

The content analysis method was used to analyze the obtained data. The content analysis aims to conceptualize the data, specify the themes and interpret them in a clear way for the readers (Yildirim & Simsek, 2013). According to Buyukozturk et al. (2012), similar data are brought together with determined concepts and themes and are interpreted in content analysis. The metaphors were analyzed using the following stages suggested by Saban (2008).

Coding and Extracting Stage

At this stage, the metaphors produced by the participants were temporarily listed in alphabetic order. In this process, the ability of the participants to state the metaphor in line with the purpose of the study and in a clear way was investigated. The forms that do not contain any metaphor or incoherent metaphors were detected and omitted. Thus, 9 forms were excluded from the analysis of the current study.

Sample Metaphor Image Compilation Stage

In the compilation stage, a total of 106 valid metaphors were obtained. These metaphors were listed alphabetically and reevaluated. It is considered that each metaphor is associated with the HC elements (value, culture, belief, etc.)

Category Creation Stage

The purpose of this stage is to examine the metaphors produced by the teachers in terms of common characteristics regarding the HC. The metaphors were evaluated in terms of the subject, the source of the metaphor and the relationship between the subject of the metaphor and the source of the metaphor. Consequently, ten main conceptual categories were determined.

Validity and Reliability Stage

To determine the reliability of the study, 106 produced metaphors and a list of the names of ten conceptual categories were submitted to a field expert in educational sciences. The expert was requested to match these lists with each other. Then, the researcher and expert matchings were compared and analyzed. Miles and Huberman's reliability percentage formula [reliability = agreement / (agreement + disagreement) x 100] was used to calculating the reliability of the study. According to Miles and Huberman (2015), the fit percentage must be 70% or above. As a result of the calculation, it was determined that the agreement rate was found

to be 96%. This result is considered reliable for the research. To ensure the validity of the results, every stage of the category forming process was explained in detail, and all the metaphors were provided in the "findings" section.

Findings

In this section, the metaphors produced by the high school teachers about the concept of HC were conceptually categorized and analyzed. Direct quotations from the sentences related to the produced metaphors are presented. Metaphorical perceptions of the participants are given in Table 2.

Table 2: Teachers' Metaphorical Perceptions Regarding the Hidden Curriculum

Code	Metaphor	(f)	(%)	Code	Metaphor	(f)	(%)
1	Invisible power	6	4.70	54	Control mechanism	1	0.78
2	Atmosphere of school	5	3.91	55	Puzzle	1	0.78
3	Soul	4	3.13	56	Mirror	1	0.78
4	Virus	3	2.35	57	Threat	1	0.78
5	Rainbow	3	2.35	58	Privilege	1	0.78
6	Guide	3	2.35	59	Responsibility	1	0.78
7	Secret message	3	2.35	60	Prejudice	1	0.78
8	Law	2	1.60	61	Cause of stress	1	0.78
9	Custom	2	1.60	62	Experience	1	0.78
10	Subconscious	1	0.78	63	Treasure	1	0.78
11	Educator	1	0.78	64	Assistant	1	0.78
12	Echo	1	0.78	65	Needs Assessment	1	0.78
13	Branches of a tree	1	0.78	66	Sense of belonging	1	0.78
14	Lifestyle	1	0.78	67	Nightmare	1	0.78
15	Unseen hand	1	0.78	68	Gamble	1	0.78
16	Social norm	1	0.78	69	Encyclopedia	1	0.78
17	Course activity	1	0.78	70	Black box	1	0.78
18	Conscience	1	0.78	71	Prescription	1	0.78
19	Value	1	0.78	72	Signboard	1	0.78
20	Mother	1	0.78	73	Surprise gift	1	0.78
21	Iceberg	1	0.78	74	Key	1	0.78
22	Storm	1	0.78	75	Home	1	0.78
23	Memory	1	0.78	76	Harmful power	1	0.78
24	Bridge	1	0.78	77	Agreement	1	0.78
25	Password	1	0.78	78	Mobbing	1	0.78
26	Breathing	1	0.78	79	Social environment	1	0.78
27	Mediator	1	0.78	80	Praise	1	0.78
28	Policy	1	0.78	81	Rule	1	0.78
29	Elixir	1	0.78	82	Oxygen	1	0.78
30	Ideology	1	0.78	83	Bureaucracy	1	0.78
31	School picture	1	0.78	84	Complicated feeling	1	0.78
32	Teacher	1	0.78	85	Collective consciousnes	1	0.78
33	Hidden knowledge	1	0.78	86	Hierarchy	1	0.78
34	Learning outcome	1	0.78	87	Architect	1	0.78

35	Color	1	0.78	88	Pole star	1	0.78
36	Growing of a baby	1	0.78	89	Glue	1	0.78
37	Secret agenda	1	0.78	90	Poisonous mushroom	1	0.78
38	Ghost	1	0.78	91	Need	1	0.78
39	Contract	1	0.78	92	Compass	1	0.78
40	Map	1	0.78	93	Instruction	1	0.78
41	Mind	1	0.78	94	Course content	1	0.78
42	Designer	1	0.78	95	Identity	1	0.78
43	Seed	1	0.78	96	Fear	1	0.78
44	Educational aim	1	0.78	97	Traffic police	1	0.78
45	Insight	1	0.78	98	Chief driver	1	0.78
46	Inequality	1	0.78	99	Sun	1	0.78
47	Oppression	1	0.78	100	Doctor	1	0.78
48	System	1	0.78	101	Latent learning	1	0.78
49	Freedom fighter	1	0.78	102	Director	1	0.78
50	Punishment	1	0.78	103	Friend	1	0.78
51	Regime	1	0.78	104	Emergency exit	1	0.78
52	Community pressure	1	0.78	105	Perception	1	0.78
53	Poison	1	0.78	106	Culture	1	0.78
	Total					128	100

As seen in Table 2, 128 participants produced 106 different metaphors related to the concept of "hidden curriculum". The most frequently produced metaphors were "invisible power", "atmosphere of school", "soul", "virus", "rainbow","guide","secret message", "law" and "custom".

Table 3: Categories Produced by Teachers' Metaphors Regarding the Concept of Hidden Curriculum

S.No	Metaphor Categories	(f)	(%)
1	Invisible Factor	34	26.56
2	Negative Associations	16	12.50
3	Guiding for School	14	10.94
4	School Climate	13	10.16
5	An Object	12	9.37
6	Acting as a Function	12	9.37
7	Powerful Authority	8	6.25
8	A Part of Daily Life	8	6.25
9	Integral Element of Curriculum	6	4.69
10	Building Commitment	5	3.91
	Total	128	100

Table 3 indicates that the metaphors produced by the participants are classified under 10 conceptual categories. The categories with the most metaphors are "invisible factor" (26.56%). This category is followed by ''negative associations'' (12.50%), ''guiding for school''(10.94%), ''school climate'' (10.16%), ''an object'' (9.37%), ''acting as a function''(9.37%), ''powerful authority''(6.25%), ''a part of daily life''(6.25%), ''integral element of curriculum''(4.69%) and "building commitment" (3.91%), respectively.

Table 4: Metaphors Regarding the "Invisible Factor" Category

Metaphor	(f)	(%)	Metaphor	(f)	(%)
Invisible power	6	17.65	Ghost	1	2.94
Soul	4	11.77	Mind	1	2.94
Virus	3	8.83	Insight	1	2.94
Secret message	3	8.83	Hidden knowledge	1	2.94
Subconscious	1	2.94	Secret agenda	1	2.94
Echo	1	2.94	Praise	1	2.94
Unseen hand	1	2.94	Oxygen	1	2.94
Conscience	1	2.94	Collective consciousnes	1	2.94
Memory	1	2.94	Need	1	2.94
Password	1	2.94	Perception	1	2.94
Elixir	1	2.94	Breathing	1	2.94
			Total	34	100

In this category represented by the most metaphors, there are 22 different metaphors produced by 34 participants (26.56%). Among these metaphors, the most produced metaphor is "invisible power"(f=6). This metaphor is followed by ''soul''(f=4), "virus" (f=3) and "secret message" (f=3).

Some of the participants' expressions within this category are given below:

"Hidden curriculum is like an invisible power because nobody can see it, but it can influence everything."

"Hidden curriculum is like a soul because it is invisible, but its absence is immediately evident."

"Hidden curriculum is like a virus because it can easily spread all areas of education life."

"Hidden curriculum is like breathing because there is not a moment when we are not breathing. Hidden curriculum exists everywhere at school.''

Table 5: Metaphors Regarding the "Negative Associations" Category

Metaphor	(f)	(%)	Metaphor	(f)	(%)
Storm	1	6.25	Nightmare	1	6.25
Inequality	1	6.25	Gamble	1	6.25
Oppression	1	6.25	Harmful power	1	6.25
Punishment	1	6.25	Mobbing	1	6.25
Poison	1	6.25	Complicated feeling	1	6.25
Threat	1	6.25	Poisonous mushroom	1	6.25
Prejudice	1	6.25	Fear	1	6.25
Cause of stress	1	6.25	Community pressure	1	6.25
			Total	16	100

In this category, there are 16 different metaphors produced by 16 participants (12.50%). Each of the metaphors is stated by 1 teacher. Some of the metaphors produced by the participants are ''storm'', ''inequality'', ''oppression'', ''punishment'' and ''poison''. It is seen that the participants associated hidden curriculum with negative expressions.

Some of the participants' expressions within this category are given below:

"Hidden curriculum is like poison because it can

affect an entire future negatively if it serves wrong purposes."

"Hidden curriculum is like a complicated feeling because different cultures, views or ideologies of the school can make people feel positively or negatively."

"Hidden curriculum is like community pressure because behaviors of individuals are shaped slowly by the community without even realizing it."

Table 6: Metaphors Regarding the "Guiding for School" Category

Metaphor	(f)	(%)	Metaphor	(f)	(%)
Guide	3	21.43	Assistant	1	7.14
Policy	1	7.14	Emergency exit	1	7.14
Ideology	1	7.14	Compass	1	7.14
Map	1	7.14	Sun	1	7.14
System	1	7.14	Instruction	1	7.14
Pole star	1	7.14	Signboard	1	7.14
			Total	14	100

In this category, there are 12 different metaphors produced by 14 participants (10.94%). Among these metaphors, the most produced metaphor is ''guide''(f=3), Each of other metaphors such as ''policy'', ''ideology'' and ''map'' was produced by 1 participant.

Some of the participants' expressions within this category are given below:

"Hidden curriculum is like a guide because it shows the way in determining the aims of education.''

"Hidden curriculum is like a map because it helps us get to our target easily by directing us."

"Hidden curriculum is like the sun because it enlightens all school stakeholders from various aspects.''

Table 7: Metaphors Regarding the "School Climate" Category

Metaphor	(f)	(%)	Metaphor	(f)	(%)
Atmosphere of school	5	38.47	Lifestyle	1	7.69
Rainbow	3	23.08	Color	1	7.69
School picture	1	7.69	Identity	1	7.69
Home	1	7.69			
			Total	13	100

In this category, there are 7 different metaphors produced by 13 participants (10.16%). Among these metaphors, the most produced metaphor is "atmosphere of school'' (f=5). This metaphor is followed by "rainbow"(f=3). Each of other metaphors was produced by 1 participant.
Some of the participants' expressions within this category are given below:

"Hidden curriculum is like the atmosphere of the school because it reflects positive or negative sides

of a school and affects all school stakeholders."

"Hidden curriculum is like a rainbow because it includes various values, lives, beliefs, experiences, ideologies, social relations and attitudes within the school. Each color represents one characteristic of the school.''

"Hidden curriculum is like identity because it includes a pack information introducing school."

Table 8: Metaphors Regarding the "An Object" Category

Metaphor	(f)	(%)	Metaphor	(f)	(%)
Puzzle	1	8.33	Treasure	1	8.33
Branches of a tree	1	8.33	Encyclopedia	1	8.33
Iceberg	1	8.33	Black box	1	8.33
Bridge	1	8.33	Surprise gift	1	8.33
Seed	1	8.33	Key	1	8.33
Mirror	1	8.33	Glue	1	8.33
		Total		12	100

In this category, there are 12 different metaphors produced by 12 participants (9.37%). Each of the metaphors is produced by 1 participant. Some of the metaphors produced by the participants are ''puzzle'', ''branches of a tree'' , ''iceberg'', ''bridge'' and ''seed''.

Some of the participants' expressions within this category are given below:

"Hidden curriculum is like an iceberg because it is an essential part of the education process like formal curriculum. The visible part of the iceberg is the formal curriculum and the invisible part is the hidden curriculum.''

"Hidden curriculum is like a mirror because it reflects the characteristics of the school.''

"Hidden curriculum is like a glue because it blends theoretical and practical knowledge with values and cultures to create a more realistic phenomenon."

Table 9: Metaphors Regarding the "Acting as a Function" Category

Metaphor	(f)	(%)	Metaphor	(f)	(%)
Educator	1	8.33	Architect	1	8.33
Mother	1	8.33	Chief driver	1	8.33
Traffic police	1	8.33	Doctor	1	8.33
Teacher	1	8.33	Director	1	8.33
Designer	1	8.33	Freedom fighter	1	8.33
Friend	1	8.33	Mediator	1	8.33
			Total	12	100

In this category, there are 12 different metaphors produced by 12 participants (9.37%). Each of the metaphors was produced by 1 participant. Some of the metaphors produced by the participants are ''educator'', 'mother'', ''traffic police'', ''teacher'', ''designer'' and ''friend''.

Some of the participants' expressions within this category are given below:

"Hidden curriculum is like a mother because it considers every circumstance of the school in detail.''

"Hidden curriculum is like a designer because it creates the classroom in line with its requirements once again.''

"Hidden curriculum is like a chief driver because it controls everything at school.''

Table 10: Metaphors Regarding the "Powerful Authority" Category

Metaphor	(f)	(%)	Metaphor	(f)	(%)
Law	2	25	Rule	1	12.5
Regime	1	12.5	Privilege	1	12.5
Control mechanism	1	12.5	Hierarchy	1	12.5
Bureaucracy	1	12.5			
			Total	8	100

In this category, there are 7 different metaphors produced by 8 participants (6.25%). Among these metaphors, the most produced metaphor is ''law''(f=2). Some of the metaphors produced by the participants are ''regime'', ''control mechanism'' and ''bureaucracy''.

Some of the participants' expressions within this category are given below:

"Hidden curriculum is like law because it is almost impossible to break the rules established by it."

"Hidden curriculum is like control mechanism because it aims to become dominant over the school stakeholders.''

"Hidden curriculum is like hierarchy because it is determined by school management or society without taking views of other school stakeholders into consideration."

Table 11: Metaphors Regarding the "A Part of Daily Life" Category

Metaphor	(f)	(%)	Metaphor	(f)	(%)
Custom	2	25	Growing of a baby	1	12.5
Culture	1	12.5	Experience	1	12.5
Social norm	1	12.5	Social environment	1	12.5
Latent learning	1	12.5			
			Total	8	100

In this category, there are 7 different metaphors produced by 8 participants (6.25%). Among these metaphors, the most produced metaphor is ''custom''(f=2). Some of the metaphors produced by the participants are ''culture'', ''social norm'' and ''latent learning''.

Some of the participants' expressions within this category are given below:

"Hidden curriculum is like a custom because if you do not fulfill it, you feel that something is missing.''

"Hidden curriculum is like a culture because it is a way of life adopted by the school."

"Hidden curriculum is like latent learning because it provides learning opportunities without being aware of it in daily life in an unplanned way.''

Table 12: Metaphors Regarding the "Integral Element of Curriculum" Category

Metaphor	(f)	(%)	Metaphor	(f)	(%)
Educational aim	1	16.66	Course content	1	16.66
Course activity	1	16.66	Needs assessment	1	16.66
Learning outcome	1	16.66	Prescription	1	16.66
			Total	6	100

In this category, there are 6 different metaphors produced by 6 participants (4.69%). Each of the metaphors was produced by 1 participant. Some of the metaphors produced by the participants are ''educational aim'', ''course activity'' and ''learning outcome''. The metaphors indicate that a hidden curriculum is as important as formal curriculum.

Some of the participants' expressions within this category are given below:

"Hidden curriculum is like a course activity because its existence can be noticed in practice."

"Hidden curriculum is like a prescription because all the school stakeholders consult it to understand the background of determined regulations of a school.''

Table 13: Metaphors Regarding the "Building Commitment" Category

Metaphor	(f)	(%)	Metaphor	(f)	(%)
Contract	1	20	Responsibility	1	20
Sense of belonging	1	20	Agreement	1	20
Value	1	20			
			Total	5	100

In this category, there are 5 different metaphors produced by 5 participants (3.91%). Each of the metaphors was produced by 1 participant. Some of the metaphors produced by the participants are ''contract'', ''sense of belonging'' and ''value''. Some of the participants' expressions within this category are given below:

"Hidden curriculum is like a contract because all school stakeholders are supposed to obey the requirements imposed by the hidden curriculum."

"Hidden curriculum is like a sense of belonging because school stakeholders can feel themselves a part of the school by interiorizing its general norms, beliefs, etc.''

Discussion, Conclusion and Suggestions

This study examined the HC through the metaphorical perceptions of high school teachers. In this respect, the participants were asked the question of "hidden curriculum is like… because…" and metaphors were obtained. The purpose of this study was to reveal the perceptions of high school teachers about the concept of HC through metaphors. In the light of data analysis of the study, 128 high school teachers who participated in the study produced 106 unique metaphors that were classified and divided into 10 categories. Metaphors of the participants related to the HC were gathered in the categories of "invisible factor", "negative associations", "guiding for school", "school climate", "an object", "acting as a function", "powerful authority", "a part of daily life", ''integral element of curriculum'' and "building commitment".

When the conceptual categories were examined, it was seen that the participants who produced metaphors about the HC mostly chose metaphors that were included in the concept area of "Invisible Factor." Some of the metaphors produced in this category are "invisible power, soul, virus, secret message, subconscious and echo''. Based on the obtained metaphors, it can be concluded that the HC was seen as an invisible and influential factor in an educational environment. Using of metaphors such as ''invisible power, soul and oxygen'' indicate that the HC is an essential factor for a school. According to Anderson (2002), the HC creates invisible effects on the formal education environment. In this regard, it is possible to claim that the HC, as a growing area of interest, is used to transmit tacit messages to students about principles, norms, beliefs and values that help students to collaborate with society and to prepare for the future.

16 participants preferred the "Negative Associations" conceptual category by using the metaphors such as ''storm, inequality, oppression, punishment, poison, threat and prejudice''. Considering the analogies made, it is possible to say that the HC is perceived as a negative concept in education. As one of the participants states, "Hidden curriculum is like community pressure, because behaviors of individuals are shaped slowly by a community without even realizing it," the HC can

be imposed on the stakeholders of a school without taking their views. In this context, Cemiloglu (2006) states that principles of the HC are often taught unconsciously, and students acquire them without realizing it.

14 participants preferred the "Guiding for School" concept category by using the metaphors such as ''guide, policy, ideology, map, system and pole star''. The metaphors in this category indicate that the HC is a fundamental part of a school environment. Considering the analogies made, it is possible to state that the HC determines the direction for the educational aims of a school. According to Veznedaroglu (2007), implementation of the HC varies according to school and teacher variables.

13 participants preferred the concept area of "School Climate" by using the metaphors such as ''atmosphere of the school, rainbow, school picture and home''. The metaphors produced by the participants indicate that the HC reflects the qualifications of a school. It is evident that teachers' behaviors, shaped by school qualifications, are perceived and interpreted by students within the framework of the HC. On the other hand, 12 participants preferred the concept category of "An Object" by using the metaphors such as ''puzzle, branches of a tree, iceberg, bridge, seed and mirror''. Considering the analogies made, it is seen that the HC is associated with features of some objects. In a way, the metaphors in this category point out that the HC plays a critical role in shaping educational settings.

12 participants preferred the concept area of "Acting as a Function " by using the metaphors such as ''educator, mother, traffic police, teacher, designer and friend''. Considering the analogies made, it can be said that the HC has a particular function to convey its rules to the school stakeholders. Veznedaroglu (2007) stated that the HC had an indirect role in the academic achievement of students. In addition, it is pointed out that transferring the rules, values and exemplary behavior patterns to students through the HC can help students achieve their academic goals. The study conducted by Tuncel (2008), it was aimed to reveal how the HC affected the development of affective characteristics. It was concluded that the teacher's positive behaviors were taken as a

model by the students, which positively affected the teaching process. From another perspective, the HC is effective in transferring social values to future generations (Cubukcu, 2011).

8 participants preferred the "Powerful Authority" concept area by using the metaphors such as ''law, regime, control mechanism and bureaucracy''. According to Acar (2012), the HC is used by teachers to discipline the students. Also, implementing the HC in a deeper, more functional and more lively way will contribute to a major change in the school climate and make the HC a living culture in school (Akbulut, 2016). In this regard, it is seen that the HC is influenced by some factors such as power and authority (Shuffelton, 2013). On the other hand, the same number of participants preferred the "A Part of Daily Life" concept category by using the metaphors such as ''custom, culture, social norm and latent learning''. As it can be understood, the HC cannot be considered a separate concept from daily life.

6 teachers preferred the "Integral Element of Curriculum" concept category by using the metaphors such as ''educational aim, course activity and learning outcome''. Considering the analogies made, it can be inferred that the HC is as effective as formal curriculum during the teaching learning process. While the formal curriculum focuses on teaching processes, which are the natural way to achieve learning outcomes, the HC focuses on emotions, behaviors and attitudes arising from teacher-student interaction (Demir, 2018). Although the formal curriculum is effective in helping students achieve the personal and social values that are clearly expressed in the curriculum, the contribution of the HC is undeniably great in acquiring the mentioned values (Beydogan, 2012; Uygun, 2013). At this point, it was evident that the HC is as effective as the formal curriculum in the educational environment (Baydilek, 2015; Boztas & Tezci, 2015). Carrying out the HC in a controlled and planned manner enables students to grow up as good citizens with a strong character and to gain real-life experiences at school as a result of being equipped with the information obtained through the formal curriculum (Sari & Doganay, 2009). In addition, although the HC is not expressed with a single definition in the literature, it tells the life for students in the broadest sense. It

transfers more knowledge based on social changes, political foundations and cultural consequences of modern educational activities when compared to the formal curriculum (Turedi, 2008).

Lastly, 5 participants preferred the "Building Commitment" concept area by using the metaphors such as ''contract, sense of belonging and value''. Based on these metaphors obtained in this category, it can be said that common values are important to build commitment among school stakeholders. In this way, educational needs can be determined more effectively. In this respect, Boztas and Tezci (2015) report that the HC has a key role in learning values. These findings suggest that the HC has various educational functions in the school.

Consequently, according to the results of this study, metaphors of the participants regarding the HC were gathered in the categories of "invisible factor," "negative associations," "guiding for school," "school climate," "an object," "acting as a function," "powerful authority," "a part of daily life," ''integral element of curriculum'' and "building commitment." Participants mostly likened the HC to the metaphors of ''invisible power'', ''atmosphere of school'', ''soul'', ''virus'', ''rainbow'' ,''guide'',''secret message'',''law'' and ''custom''. In light of the findings, it can be argued that the HC is as effective as a formal curriculum in the teaching-learning process. In addition, it was determined that the participants expressed their perceptions about the HC by both positive and negative metaphors.

In the light of the current study, which is limited to the data obtained from the participants through metaphors, it can be recommended that in-depth studies on metaphorical perceptions related to the HC should be conducted with more detailed data to gain insight into the HC concept. In addition, it is sensible to recommend that similar studies include quantitative data collection tools to gather stronger results in mixed research techniques. It is believed that this study will help teachers to understand the HC concept better by increasing their awareness level and to guide them to use it effectively in educational settings. Moreover, educators should be aware of the importance and effects of the HC, and they are supposed to consider this type of curriculum when they develop and evaluate it. In further studies, teachers working in other school stages can be studied through different methodologies.

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