

POSITIVE RESULTS OF THE HIDDEN PROGRAM IN THE EDUCATION OF NURSING STUDENTS TAKING INTERNAL MEDICINE COURSE-A CROSS-SECTIONAL STUDY

İÇ HASTALIKLARI DERSİ ALAN HEMŞİRELİK ÖĞRENCİLERİNİN EĞİTİMİNDE ÖRTÜK PROGRAMIN OLUMLU SONUÇLARI-KESİTSEL BİR ÇALIŞMA

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Abstract

Objective: The aim of the study was to determine the opinions of nursing students who take internal medicine nursing course about the hidden curriculum.

Material and Methods: The research was a descriptive and cross-sectional study. The data were collected by survey method with 233 nursing students.

Results: The total score of the students' hidden curriculum evaluation was found to be 158.05 ± 23.12 . A statistically significant difference was found between scale total score and gender and how chose nursing profession ($p < 0.05$). Female students and those who chose the nursing profession willingly had higher scale scores.

Conclusion: The nursing profession is a profession that requires a strong sense of responsibility, devotion and high moral values. For this reason, nursing education is also greatly affected by the hidden curriculum. The acquisition of positive interpersonal relations and cultural values is so important in the professional identity formation of nursing students. This can only be gained by the students through the hidden curriculum. Hidden curriculum gains are an issue that universities should work on in terms of gaining professional values and ethical principles. It can be suggested that studies should be carried out in terms of the deficiencies identified in line with the qualitative studies to be carried out, especially with students who think negatively about this subject.

Keywords: curriculum, nursing, education

Özet

Amaç: Araştırmanın amacı, iç hastalıkları hemşireliği dersi alan hemşirelik öğrencilerinin örtük programa ilişkin görüşlerini belirlemektir.

Gereç ve Yöntemler: Araştırma, tanımlayıcı ve kesitsel bir araştırmaydı. Veriler 233 hemşirelik öğrencisi ile anket yöntemiyle toplanmıştır.

Bulgular: Öğrencilerin örtük program değerlendirme toplam puanı 158.05 ± 23.12 olarak bulunmuştur. Ölçek toplam puanı ile cinsiyet ve hemşirelik mesleğini seçme durumu arasında istatistiksel olarak anlamlı fark bulundu ($p < 0.05$). Kız öğrencilerin ve hemşirelik mesleğini isteyerek seçenlerin ölçek puanları daha yüksekti.

Sonuç: Hemşirelik mesleği, güçlü bir sorumluluk duygusu, özveri ve yüksek ahlaki değerler gerektiren bir meslektir. Bu nedenle hemşirelik eğitimi de örtük müfredattan büyük ölçüde etkilenmektedir. Hemşirelik öğrencilerinin profesyonel kimlik oluşumunda olumlu kişilerarası ilişkilerin ve kültürel değerlerin kazanılması çok önemlidir. Bu da ancak örtük program aracılığıyla öğrencilere kazandırılabilir. Gizli müfredat kazanımları, üniversitelerin mesleki değerlerin ve etik ilkelerin kazandırılması açısından üzerinde çalışması gereken bir konudur. Özellikle bu konuda olumsuz düşünen öğrencilerle yapılacak nitel araştırmalar doğrultusunda tespit edilen eksiklikler açısından çalışmalar yapılması önerilebilir.

Anahtar Sözcükler: müfredat, hemşirelik, eğitim

1.INTRODUCTION

The hidden curriculum is defined as the view, knowledge, perception, values and practice that students have gained in addition to the goals and activities determined within the formal curriculum practices (Skelton, 1997; Brammer, 2006; Allan et al., 2011). According to another definition, the hidden curriculum is called the behavioral changes that the educational institutions do not foresee but that the students gain. Sociologist Philip Jackson, who first used the concept of hidden in 1968, defined the concept of hidden as a teaching tool such as being loyal and obedient in order for students to be in harmony with the society (Yüksel, 2002a). When education and training in the world is examined, it has been determined that these are realized in a purposeful and planned. For this reason, it is seen that the institutions providing education and training services have a formally prepared planned and written formal education program. In addition to this planned and official program, students can also be affected by the unwritten, unplanned hidden curriculum.

In the literature, supporting this idea, it is stated that there are two types of programs in each school. One is the formal, clearly and in written form. The another is the informal, unspecified, unwritten hidden programs (Yüksel, 2002a; Flinders and Thornton, 2004; Ornstein and Hunkins, 2009; Senemoğlu, 2013; Başar et. al., 2014; Demirel, 2015; Wilkinson, 2016). While all the concepts related to formal programs are known, this concept is not well known since the concept of hidden remains in the background. The concepts used instead of the concept of hidden curriculum in the literature have been determined as follows. These are listed as what schooling does to people, not clearly defined program, the non-academic outcomes of schooling, and the secret program (Bolat, 2014). Within the hidden curriculum, there are some messages about authority, work and social rules given to students by the school (Allan et. al., 2011; Flinders and Thornton, 2004; Ornstein and Hunkins, 2009).

It is seen that education and training programs in the world are given in a purposeful and planned manner. However, studies show that students are affected by the unwritten and unplanned hidden curriculum as well as formal education and training (Allan et al., 2011; Yüksel, 2002a; Flinders and Thornton, 2004; Ornstein and Hunkins, 2009; Senemoğlu, 2013; Başar et. al., 2014; Demirel, 2015; Wilkinson, 2016; Yüksel, 2002b). With the hidden curriculum, students gain behavioral changes that educational institutions do not foresee. With these behaviors, the traditional class structure is maintained, values are instilled, political socialization is realized, and messages of control, authority, obedience and hierarchy are given (Takala et.al., 2001; Bacanlı, 2006).

The nursing profession is a profession that requires a strong sense of responsibility, devotion and high moral values. For this reason, nursing education is also greatly affected by the hidden curriculum. The acquisition of positive interpersonal relations and cultural values is so important in the professional identity formation of nursing students. This can only be gained by the students through the hidden curriculum (Jafree et. al., 2015).

Studies in the literature are limited, and when available resources are examined, it is seen that nursing students are positively or negatively affected by the faculty members at the university and the health personnel in the clinics during their formal and informal education processes. In the hidden program, it has been stated that negative experiences have a negative reflection on professional socialization and perception of the profession (Wilkinson, 2016; Jafree et. al., 2015).

Formal and informal (hidden) education and learning process should be handled and examined as a whole in order to bring students into the profession within educational institutions. In the literature, a limited number of studies were found in which the thoughts of nursing students about the hidden curriculum were determined. The aim of this study is to determine the opinions of nursing students about the hidden curriculum.

1.1. Research Questions

1. What are the views of nursing students who take internal medicine courses about the hidden curriculum?
2. What are the factors that affect the views of those who take the course of internal medicine about the hidden curriculum in nursing?

2. MATERIAL and METHODS

2.1. Study design

The research was conducted as a descriptive study in order to determine the opinions of nursing students who took internal medicine courses about the hidden curriculum.

2.2. Study sample

The research consisted of all students studying at the Nursing Department of a foundation university in İstanbul between February and April 2022-2023. The research was completed with 233 nursing students who agreed to participate in the study and took the internal medicine course.

2.3.Data collection instrument

Introductory Information Form and Hidden Curriculum Evaluation Scale in Nursing Education (HCES-N) were used to collect the data. The data were collected face to face by the researchers.

2.3.1.Introductory Information Form

The form includes 3 questions about the characteristics of individuals (gender, academic achievement, how they choose the nursing profession).

2.3.2.Hidden Curriculum Evaluation Scale in Nursing Education (HCES-N)

The scale developed by Akçakoca and Orgun (2020) consists of 43 items and three subscales: "School climate", "Professional acquisitions" and "Student-teacher-school interaction". The scale is a 5-point Likert type measurement tool and 13 items (13, 18, 20, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43) are reverse coded. The lowest score that can be obtained from the scale is 43, and the highest score is 215. As the scores from the scale increased, the perception of hidden curriculum increases. The Cronbach Alpha reliability coefficient for the scale was found to be 0.91. The Cronbach Alpha reliability coefficient was found to be 0.91 for the School Climate sub-scale, 0.88 for the Professional acquisitions sub-scale, and 0.76 for the student-teacher-school interaction sub-scale. The Cronbach's Alpha reliability coefficient of the current study was found to be 0.91 for the total scale, 0.85 for the school climate sub scale, 0.92 for the Professional acquisitions sub-scale, and 0.95 for the student-teacher-school interaction sub-scale (Akçakoca and Orgun, 2021).

2.4.Data Analyses

In the analysis of the research data, analyzes were applied using the SPSS program, and the significance level was taken as 0.05. Before determining which tests to use, the normality test was performed. A normality test determines whether a sample data has been drawn from a normally distributed population. Since the data had not normal distribution, Mann Whitney U test and Kruskal Wallis analysis were used.

2.5.Ethical Considerations

Ethical committee approval was obtained from the Human Research Ethics Committee of İstanbul Gelişim University with the decision dated 18.01.2023 and numbered 2023-02-42, in line with the principles of the Declaration of Helsinki, to carry out the study. In addition, necessary permissions for the measurement tools used in the research were obtained from the authors. The students who participated in the research were verbally informed about the purpose of the study, the confidentiality of their information, and their verbal and written consents were obtained.

3.RESULTS

66.1% of the students were female, 61.4% had good academic achievement and 46.4% chose the nursing profession willingly. Most of the students (70.8%) have no knowledge about the hidden curriculum (Table 1).

Table 1. Personal Characteristics of Students (n=233)

Personal Characteristics		N	%
Gender	Female	154	66.1
	Male	79	33.9
Academic achievement status	Upper	143	61.4
	Middle	84	36.1
	Lower	6	2.6
How Chose Nursing Profession	Voluntarily	108	46.4
	By chance	36	15.5
	By Suggestion	66	28.2
	Other	23	9.9
Having knowledge about the hidden program	Yes	13	5.6
	Partially	55	23.6
	No	165	70.8

The total score of the Hidden Program Evaluation Scale in Nursing Education and the mean scores of the sub-scales of nursing students are given in Table 2. The mean scores that the students obtained from the hidden curriculum assessment scale, were 158.05 ± 23.12 .

Table 2. Mean Scores of the HCES-N and Subscales (n=233)

HCES-N and Subscales	m ± sd
Total Score	158.05±23.12
School Climate	72.79±11.73
Professional Acquisitions	48.53±9.31
Student-Teacher-School Interaction	36.73±11.73

The results obtained by comparison of the individual characteristics of the student nurses with the total score and sub-scale of the scale are given in Table 3. There was no statistically significant difference between gender and school climate and professional acquisitions sub-scales ($p > 0.05$). However, there was a statistically significant difference between the total score of the scale and the Student-Teacher-School Interaction sub-scale ($p < 0.05$). Total score mean and Student-Teacher-School Interaction sub-scale mean score of female students are higher than male students (Table 3).

Table 3. Comparison of the Mean Scores of HCES-N and Sub-scales and the Individual Characteristics of the Students (n=233)

	Total Score	School Climate	Professional Acquisitions	Student-Teacher-School Interaction
	Mean Rank	Mean Rank	Mean Rank	Mean Rank
Gender	123.79	118.78	122.05	125.39
Female	103.77	113.53	107.15	100.65
Male	Z=-1.52 p=0.03*	Z=-0.56 p=0.57	Z=-1.60 p=0.11	Z=-1.52 p=0.00*
Academic achievement status	105.47	103.31	108.11	102.16
Upper	92.10	92.92	89.06	97.29
Middle	95.67	123.0	90.67	82.58
Lower	$\chi^2=2.60$ p=0.27	$\chi^2=2.59$ p=0.27	$\chi^2=5.39$ p=0.68	$\chi^2=0.88$ p=0.64
How Chose Nursing Profession	126.61	116.09	127.57	127.31
Voluntarily	126.15	133.42	110.29	125.39
By chance	108.33	119.35	117.01	102.20
By Suggestion	82.43	88.83	77.85	97.93
Other	$\chi^2=10.0$ p=0.01*	$\chi^2=6.25$ p=0.10	$\chi^2=10.81$ p=0.01*	$\chi^2=8.13$ p=0.04*
Having knowledge about the hidden program	137.19	99.58	158.88	144.08
Yes	101.25	122.92	108.95	89.0
Partially	120.66	116.40	116.38	124.20
No	$\chi^2=4.65$ p=0.09	$\chi^2=1.30$ p=0.52	$\chi^2=5.84$ p=0.04*	$\chi^2=13.53$ p=0.00*

p* < 0.05 (Mann Whitney U and Kruskal Wallis tests were used)

When the academic achievement status of the students was compared with the total score and sub-scales of the scale, no statistically significant difference was found (Table 3). When how chose nursing profession and the total score and sub-scale of the scale, there was no statistically significant difference between how chose nursing profession and the school climate (p > 0.05). But there was statistically significant difference between how she/he chose the nursing profession and the total score of scale, professional acquisitions and the student-teacher-school interaction sub-scale (p < 0.05). The total score of scale, professional acquisitions, and student-teacher-school Interaction sub-scale score average of those who voluntarily chose the nursing profession were found to be higher than the others (Table 3).

When the students' knowledge about the hidden curriculum and the total scale and sub-scale scores were compared, a statistically significant difference was found between the professional acquisitions and student-teacher-school interaction sub-scales score average and the having knowledge about the hidden curriculum (p < 0.05). No differences was found between the having knowledge about the hidden curriculum and the total score and the school climate sub-scale (p > 0.05). It was determined that those who had knowledge about the hidden curriculum had higher average scores in the professional acquisitions and student-teacher-school interaction sub-scale (Table 3).

4. DISCUSSION

The total score of HCES-N was 158.05 ± 23.12 , which is above the medium level (Table 2). Özcan and Yanmış (2021), in the study with 235 nursing students, found the scale score to be 138.54 ± 23.27 . Current study supports the result of the study determined by Özcan and Yanmış (2021) (Yanmış and Özcan, 2021). There are limited number of studies on this subject in the literature. It was seen that most of the studies identified in a limited number were qualitative studies. In the results of the studies were stated that the hidden curriculum is necessary for the nursing profession to gain professional and ethical values, professional identity and professional dignity (Abbaspour et. al., 2022).

When the relationship between the individual characteristics of the students and the scores they get from the hidden curriculum evaluation scale; It was determined that there was a significant relationship between the scale total score and gender ($p < 0.05$). In addition, a significant relationship was found between the student-teacher-school interaction sub-scale, which is one of the sub-scale of the scale, and gender. Female students had higher scores than males. As the caring role in the cultural society is attributed to the female gender, women can adopt roles such as love, respect and compassion more. As a result of this study, we can say that female students exhibit positive attitudes in interpersonal relations, which is one of the hidden curriculum acquisitions.

A statistically significant difference was found between how chose the nursing profession and the total scale score ($p < 0.05$). In addition, it was determined that there was a significant relationship between professional acquisitions and student-teacher-school interaction sub-dimensions and how she chose the nursing profession ($p < 0.05$). It is seen that those who chose the nursing profession voluntarily had higher scores (Table 3). Hidden learning is informal education that is given outside of non-formal education, in which professional values, love, respect and effective communication are gained (Takala et. al., 2001; Bacanlı, 2006). It can be said that those who chose the profession voluntarily may be more open to learning and more willing to learn about hidden curriculum subjects.

A significant relationship was found between having knowledge about the hidden curriculum and professional acquisitions, student-teacher-school interaction. Those who had knowledge about the hidden curriculum had a higher average score. The program can inform individuals about professional value, respect and effective communication. So this result can be attribute the high scores of these students to their awareness of the hidden curriculum.

5. CONCLUSION

As a result of the study, the hidden curriculum evaluation scale score of nursing students was found above the moderate level. A significant relationship was found between those who chose the profession voluntarily and those who were female, and the hidden curriculum scale score. Those who choose the profession voluntarily and those who are female had higher scale scores. Hidden curriculum acquisitions are an issue that universities should work on in terms of gaining professional values and ethical principles. It can be suggested that studies should be carried out in terms of the deficiencies identified in line with the qualitative studies to be carried out, especially with students who think negatively about this subject.

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