Research Title	A study on Hidden Curriculum Phenomenon in the Context of Learning Management of a Mathematics Learning Content Cluster.
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ABSTRACT

This research aimed to 1) study phenomena and a probability of phenomena occurrences in the context of learning management of a mathematics learning content cluster, 2) study teacher expectations and students perceptions according to the teacher expectations from the phenomena in the context of learning management of a mathematics learning content cluster, and 3) study a hidden curriculum occurred from the phenomena in the context of learning management of a mathematics learning content cluster. Data collection was used a lesson plan analysis, a teaching observation, an interview and questionnaire responses. The informants included 80 teachers and 160 students from 20 teacher profession development network schools at Rajabhat Maha Sarakham University, obtained using the purposive sampling technique. Research instruments included a lesson plan analysis form, a teaching observation form, a teacher interview form a student interview form, a teacher questionnaire, and a student questionnaire. The collected data were analyzed using a frequency, a probability and a percentage.

The major findings found were as follows :

1. There were 5 areas of a phenomenal diversity in the context of learning management in the content of learning management of a mathematics learning content cluster : instructional activities ; measurement and evaluation ; environment, media and resources for learning ; performance pattern ; and symbolic language. The phenomena and the highest probability of phenomena occurrences in

each area as perceived by the teachers were : review of basic knowledge, work assignment submission date, organized materials and equipment keeping, polite dressing, on- time teaching, usage of a "teacher" word representing the teacher and usage of " yes " in speaking.

       2. A majority of the students showed perceptions relevant to the teacher expectations. The highest percentage of teacher expectations in each area included : pretesting for evaluating the student basic knowledge, provision of the parents participating in evaluation for recognition of their students, built-in air conditioning / electric fans in the classroom for happy learning, using of strict measures for building a classroom disciplines and praising for the student reinforcement.

       3. Hidden curricula consisted of a positive hidden curriculum and a negative hidden curriculum. For a positive hidden curriculum what the student perceived results in a good performance, these were : working based on an accepted operation pattern perceived from activity stages instruction, usage of free time profitable perceived from homework assignment, positive attitudes towards the teacher and subjects taught perceived from uses of multimedia , on-time responsibility discipline perceived from on-time teaching, and feeling of confidence and showing opinions perceived from the teacher nodding. And for a negative hidden curriculum what the student perceived does not result in a good performance, these were : having inattentive character perceived from only knowledge lecturing, negative attitudes towards the teacher perceived form crossing work assignments, feeling of disorganized and untidy classroom perceived from posted picture in the classroom, making a framework for a similar performance perceived form having a time break during activity performances, and feeling of anxiety in learning perceived from reprimand and warning in the classroom.