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## **A Study on the Effects of the National Test on the Curriculum from the secondary school teachers' Viewpoints**

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### **Abstract**

**Introductoin:** High stake tests always affect the curriculum due to the significant results and impact on the students' fates. This effect can be both positive and negative. Accordingly, this research aims to study the effects of the national test on the curriculum from second-year secondary school teachers' viewpoints.

**Method:** This research is a survey. The research population consisted of secondary school teachers working in the cities of Tehran province. The sampling method was proportional stratified, and 363 of the target population were selected as samples from the cities of Roodehen, Qarchak, Baharestan 2, Shahr Rey 1, and Shahriyar. The data collection tool and the researcher-made questionnaire were acceptable with the reliability coefficient. One-sample T-test was used to analyze data and information

**Results:** The results showed that according to teachers' viewpoints, the national test had a negative effect on the goals, teaching and learning methods, classroom assessment, and performance and led to the formation of a hidden curriculum. By focusing on the hidden curriculum, the output model of the research showed that the teaching and learning process has the most effect and the goals have the least effect from the national test. According to the findings, it can be concluded that in the comparison between the curriculum and the national test, the test prevails and the opinions of the teachers do not show a favorable situation in the schools.

**Discussion and Conclusion:** According to the findings, it can be concluded that in contrast to the curriculum and the national exam, it is overcoming the test and the opinions of teachers do not show a favorable situation in schools.

**Keywords:** Curriculum, National Exam, Entrance Exam, Hidden Curriculum, Education Assessment, Teaching and Learning

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