

Effect of the Hidden Curriculum on Social Skill of Secondary School Students

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ABSTRACT

The present research study was aimed to evaluate the effect of hidden curriculum on the development of social skills of secondary school learners in District Mardan. The research study was quantitative in nature. The targeted population of the study was all students of secondary school and its heads of district Mardan. Simple random sampling technique was utilized for collection of data from the desired respondents. The 205 SSTs and 44 heads were the sample of the study. Two five likert scale questionnaires based on sixteen items for Heads and SSTs were used for collection of data. The validity of the questionnaires was evaluated before the distribution through consulting research experts in current research study. The calculated reliability of the data collection tool was calculated through Cronbach's alpha. The calculated reliability of the questionnaire of hidden curriculum was .832. Data analysis showed that: students at secondary level displayed desired performance of social skills inside and outside the school. It was further calculated that students with hidden curriculum have good level of social moralities and social skills. The social skills of students displayed effective enhancement because of the organizational structure and components of hidden curriculum. Hidden curriculum has an overall effect on the product regarding what the students observe in their educational environment, hear, watch, feel and perform which reflect the display of social skills. Hidden curriculum should be paid crucial consideration and thorough strategies be utilized for its implementation in the educational systems.

KEYWORDS

Societal Education, Social Skills, Societal Responsibilities, Hidden Curriculum

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INTRODUCTION

Human behavior is always in flux and accumulates newer and newer changes with the passage of time. Schools are the major sources of bringing desired changes in the values, morality, attitude and socialization of learners. These changes are always very rapid and framing from pre-school to pre-university level. This is the most determinant phase which reflects its governing role in socializing children and school learners. These periods are declared as an evolution in academic age. Keeping in view the worth and importance of these periods, it is very much appropriate to pay a balance composition of mental, emotional and social learning properties. It demands for planning and practicing of social faculty building educational programs which assure balanced social personality of the secondary school students. This phase of academic circle is of vital importance as it leads the gateway to the practical social life of the students.

Curriculum experts and masters (Valance, E; 1993, Goner, D & Knowlton, M;1997) asserted that formal curriculum is not the only tool which assures needed feedback and course which can satisfy all the academic and social needs of the learners within the four walls of the schools. There is an ample and dire need of grooming the social skills of students to satisfy the social, moral and ethical requirements of the learners for the attainment of desired social goals. Students' learning occurs through interaction and communication with individuals and environment which nourish social skills and social personality of the students. The learning through interaction with social values, norms and culture has significant effect on formation of social and moral personality of students. These aspects are pragmatically and experimentally performed with objective observations for achieving the desired aim of social skills development. The history of curriculum development has explored that the efforts made for attainment of these goals have attained effective results and has outlined a solid frame work for producing socially strong characters and models for the upcoming time and people.

There are so many kinds of curriculum which are in practice in education. All are having its due status in the process of teaching- learning. The three major types of curriculums which are in action collectively in schools are formal, Hidden and Null curriculum Eisner, E; (1994).

The fountain head for socialization that takes place in school including norms, values and beliefs system is hidden curriculum. These characteristics of hidden curriculum are to enhance the social expectations and values which are vital for filling the gaps related with the needs of society and its major skills Mehrmohamadi, M; (2002).

The function of informal curriculum is broad and perhaps the most successful on secondary school students' societal achievements. This proactive effect of the hidden curriculum has arrested the attention of researchers to observe the function of hidden curriculum on its opening of the hidden stimuli which lead to the display and performance of social skills



in society. Hidden curriculum is explicit by nature and in neither taught nor planned by teachers. It is directly as well as indirectly practiced by the educational institutions as a whole. Students come across so many episodes which are neither taught by teachers nor described by formal curriculum. The hidden curriculum of school displayed an effective and durable solution with respect to the life, learning and learning process;(Taghipour, H., & Ghaffari.H. 2009).

The well-known curriculum experts are of the view that hidden curriculum has an effective role and effect in the grooming of social skills of learners. The education system of Pakistan is encountered with challenging issue of social skills. The aim of education is to produce socially strong and morally untwisted individuals for the progress of the society. Social education has initiated desired trends in the entire system of society particularly in education and training. It has highlighted and came forward to tackle social problems of present society with durable solutions. These societal problems include the soaring crimes at schools' levels, mindless application of social media, the increasing graph of drug addiction especially in educational institutions, the high level of divorce and homes breaking, the robust increase in graph of AIDS, the declined value of family, has turned the modes of education towards the development and comprehension of social skills which is pivotal aim of education. The school being a complete society working and polishing all the social, moral and ethical skills which are needed for civic and groomed social society. Hidden curriculum has valuable social and worthy psychological role in education. A youngster who passes his crucial time in school and learns from social environment which systematically moulds the traits of social personality. There has been observed low dependency on parents and strong dependence on individual freedom evaluated through hidden curriculum inside and outside the students.

It is necessary to focus on social skills to ensure the production of the best social members for society. These socially trained learners are having knowledge of social rights and responsibilities. These aspects should be well in line of age and growth stages. It must cater for proportional needs of each stage. It also pursues acquaintance with job-related and civil duties. The most crucial aspect of education throughout globally is the creation and development of social skills (Marzoughi, R. & Anarinejad, A. 2007).

The present research study is focusing on three major parameters: 1- sense of social responsibility, 2- familiarity with social duties, and 3- societal skills. These core effects on social skills of students at secondary school levels have been scrutinized in the present study.

The curriculum is not wholly solely the fountain head of all learning. It is not dependent of any single factor. There are other hidden factors which are unobserved by teachers and education programmers. These factors enhance and nourish the minds and skills of learners. These vital factors are more effective than the formal curriculum. The promulgator of all these factors is called the hidden curriculum.

There have been coined and used many terms for hidden curriculum such as covert, unwritten, unintended and nonacademic keeping its multifaceted functions. Every terminology of these words reflects specific and relevant aspect of the hidden curriculum (Giroux, H. & Puperl, D. 1983).

The most important factors among them according to Alkane are the joint connection of students and people in school, physical and organizational configuration of classroom. There is a cardinal role of each aspect in the formation of hidden curriculum (Mehrmohamadi, M, & Alikhani, M. H. 2004).

Portelli, J; (1993) expressed the most important aspects of hidden curriculum in crystal words. He has divided its different parameters into four main groups. It included the informal and hidden expected messages and expectations, unplanned results of learning along with hidden messages caused by the school structure. It also included the schedules of performances chalked out by students .

H. Alikhani (2004) in his research study dealing with the effects of hidden curriculum on social skills of secondary school learners has pointed out solutions for reducing the negative effects leading to disobedience and curbing of social skills. The principles of social skills promote positive personality instead of c negative thinking and display of negative skills in students. These negative aspects can be renounced through the teaching of social skills and social cooperation in schools' environment .

(Fathi Vajargah, K, &Vahed Choukdeh, S. 2006) pointed out through their field research study that the hidden curriculum familiarizes and motivates students for the development of the social skills. These social skills are including respect of oneself and of others, honesty based actions, tolerance towards the views and actions of others along with display of cordial sympathy for all beings without cast and creed .

Young, B. S. (1980) asserted through personal research study that the mode of management and style of leadership has strong result on the students; social skills progress. It has also strong effect on the environment of the school. It shows that the sense of responsibilities and collaboration of students in the school increase their social roles in society.

The research study carried out by Schwartz, C. L.(1993) has unveiled that the atmosphere of school can lead and cause some problems to the socialization and social relationships of students .

OBJECTIVES OF THE STUDY

- a. To examine the role of hidden curriculum on social skills of secondary level students.
- b. To examine the parameters of social skills development at secondary level students.
- c. To examine the use of hidden curriculum for enhancement of social skills at secondary level students.

RESEARCH QUESTIONS

The following are questions of this quantitative research study:

- 1- What is the role of hidden curriculum in the development of social skills of students at secondary school level?
- 2- What is the role of hidden curriculum in the enhancement of parameters of social skills of students at secondary school level?
- 3- What is the role of hidden curriculum in the uses of social skills of students at secondary school level?

METHOD AND PROCEDURE

Descriptive method has been used in this study keeping in mind the goals and objectives of the study. The statistical sample for data collection of research contains (502) SST teachers from 44 government Secondary schools along with 44 Heads of Secondary schools of district Mardan. 205 SSTs and 44 Heads were selected by simple random sampling technique.

The researcher collected data from participant by utilizing questionnaires consisted of similar items for SSs and Heads. The reliability of the tool was calculated by using Cronbach’s alpha. The reliability of the hidden curriculum questionnaire was 832.The statistical method of Chi-square of SPSS version 21 was used for analysis of data, findings and conclusions.

DATA ANALYSIS

This section of the study presents the statistical analysis of the collected data.

Question1- What is the role of hidden curriculum in the development of social skills of students of secondary school level?

Table 1Hidden curriculum develops the social skills of students

Respondents	SA	A	SDA	DA	UD	DF	X ²	P-Value
Heads	Score 15	23	5	0	1	4	26.909	.000
	% age 34.0	52.2	11.3	0	2.2			

Significant level=0.05

Table value = 9.488

The numerical results of table 1 shows that the obtained X²value of 26.909 was marked higher than the table value of 9.488 at 0.05 level. Therefore, the proclamation that Hidden curriculum develops the social skills of students was accepted.

Question 1-- What is the role of hidden curriculum in the development of social skills of secondary school level?

Table 2 Hidden curriculum develops the social skills of students

Respondents	SA	A	SDA	DA	UD	DF	X ²	P-Value
SSTs	Score 98	85	3	17	2	4	212.829	.000
	% age 47.8	41.4	1.4	8.2	0.9			

Significant level = 0.05

Table value = 9.488

The numerical results of table 2 shows that the obtained X²value of 212.829 was marked higher than the table value of 9.488 at 0.05 level. Therefore, the proclamation that Hidden curriculum develops the social skills of students was accepted.

Question 2: What is the role of hidden curriculum in the enhancement of parameters of social skills of students of secondary school students?

Table3Hidden Curriculum enhances parameters of social skills of secondary school students

Respondents	SA	A	SDA	DA	UD	DF	X ²	P-Value
SSTs	Score 80	105	2	8	10	4	224.098	.000
	% age 39.0	51.2	0.9	3.9	4.8			

Significant level = 0.05

Table value =9.488

The numerical results of table 3 shows that the obtained X^2 value of 224.098 was marked higher than the table value of 9.488 at 0.05 level. Therefore, the proclamation that Hidden curriculum enhances parameters of social skills of secondary school students was accepted.

Question 2: What is the role of hidden curriculum in the enhancement of parameters of social skills of secondary school students?

Table 4 Hidden Curriculum enhances parameters of social skills of students of secondary school level.

Respondents	SA	A	SDA	DA	UD	DF	X^2	P-Value	
Score	15	23	2	3	1				
Heads	% age	34.0	52.2	4.5	6.8	2.2	4	43.273	.000

Significant level = 0.05

Table value = 9.488

The numerical results of table 4 shows that the obtained X^2 value of 43.273 was marked higher than the table value of 9.488 at 0.05 level. Therefore, the proclamation that Hidden curriculum enhances parameters of social skills of secondary school students was accepted.

Question 3- What is the role of hidden curriculum in the use of social skills of students of secondary school level?

Table 5 Hidden curriculum develops uses of social skills of students of secondary school level

Respondents	SA	A	SDA	DA	UD	DF	X^2	P-Value	
Score	17	25	2	0	0				
Heads	% age	38.6	56.8	4.5	0	0	4	18.591	.000

Significant level = 0.05

Table value = 9.488

The numerical results of table 5 shows that the obtained X^2 value of 18.591 was marked higher than the table value of 9.488 at 0.05 level. Therefore, the **proclamation** that Hidden curriculum develops uses of social skills of students of secondary school students was accepted.

Table 6 Hidden Curriculum develops uses of social skills of students of secondary school level

Respondents	SA	A	SDA	DA	UD	DF	X^2	P-Value	
Score	80	105	2	8	10				
SSTs	% age	39.0	51.2	0.9	3.9	4.8	4	224.098	.000

Significant level = 0.05

Table value =9.488

The numerical results of table 6 shows that the obtained X^2 value of 224.098 was marked higher than the table value of 9.488 at 0.05 level. Therefore, the proclamation that Hidden curriculum develops uses of social skills of students of secondary school students was accepted.

DISCUSSION

This quantitative study has displayed the pragmatic effects of hidden curriculum on social skills of students of secondary level. Research study findings have clarified that hidden curriculum has a validated role in enhancing the societal skills of secondary level students. A research study has been conducted in order to study the relationship of hidden curriculum on the development of social skills of students of secondary level which has tabled marvelous results. The findings of the study acknowledged that hidden curriculum has an extensive role in the nurturing and application of social skills.

Results and findings of the first question show that students in open environment of schools have strong development and application of social skills. It supported the view that hidden curriculum has a major influence on learners' social skills application and development. Social skills are gained by students through practices and experiments. Social skills are enhanced through students' involvement in learning activities based on communicative activities and performing team work in classes and school. Hidden curriculum helps them to accept their responsibilities towards others, environment and society. It also prepare and make them a responsible person for themselves and for others.

Results and findings of second question show that students get a comprehensive knowledge regarding the application of social skills within the social limits. Students get familiarity with all those social rules and regulations which are helpful in respecting democratic principles, the welfare of community and obedience to law [11] which is needed for

preparation of secondary school students for social life. Students learn social skills and abilities through communication and team work in learning environment. Hidden curriculum is very useful in recognition and application of students' potentials in suitable professions.

Results and findings of the third question display that there is an important development in the application of social skills among students through their involvement in different social activities. This interaction affirms that hidden curriculum has a major influence on uses of social skills of students. Schwartz [14] declared that environment of the school and behavior of the students and teachers pose problems to social skills of the students. The growth of social skills and social responsibility can be one of the clear results of social relationships inside and outside school environment. The lack of the development of social skills of secondary school students leads to severe social problems. It is vital and necessary for curriculum planners and designers along with teachers to pay attention to social skills development for attaining the desired goals.

CONCLUSION

The final findings tabled by this study affirms the valid facts related to the effects of hidden curriculum on societal skills are that it has far reaching effects on the development, modification of the parameters and uses of social skills of the students. It has also highlighted the utmost factor of social collegiality, cooperation and team work of students in classroom as well as in the outer society. Students take in social skills through application and comprehension of hidden curriculum. It promotes social skills in general and social duties in particular for analysis of their understandings through practical application in the society. In reality, hidden curriculum is an overall reply and product to students' observation in their educational environment such as hearing, watching and performing. It should be paid crucial consideration and implementation in the educational systems because the core aim of curriculum is always the development of social skills among students to make them effective citizens of the society and state.

RECOMMENDATIONS

The following recommendations have been initiated in light of the research findings;

1. Curriculum must have such materials that could care for the social skills building of the learners and should be in accordance to the national values and cultural norms.
2. Education must be equally accessible to all and should focus on grooming of the social skills among students which will inculcate social qualities in students.
3. The learners of the educational system should focus on the development of social skills to enable the students to accept the national and international market challenges.
4. Teaching and teacher must have well planned techniques and strategies through trainings for development of students' social skills.
5. Economic growth and materialism should not be a hinder in the process of enhancing social skills of learners.
6. Education must give training and futuristic insight to students in light of latest and updated social skills.

CREDIT AUTHOR STATEMENT

Sajjad Ali: Conceptualization, Methodology, Writing. **Dr. Muhammad Idris:** Supervision **Dr. Samreen Mehmood:** Proofreading and Editing

COMPLIANCE WITH ETHICAL STANDARDS:

It is to affirm that all the authors don't have any conflict of interest. Furthermore, informed consent was obtained from all individual participants included in the study.

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