



IMPACT OF HIDDEN CURRICULUM PRACTICES ON STUDENTS' LEARNING DEVELOPMENTS, AT PUBLIC SECTOR SCHOOLS OF KARACHI

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ABSTRACT

The aim of this research study is to explore the impact of hidden curriculum on students' social development, individual development, character building and academic outcomes in learning through education system of Pakistan. The study will focus on examining the ways in which hidden curriculum practices change the approach of learning by utilizing unwritten rules, norms, and values which affect students' social development, individual development, character building and academic performance as compare to formal curriculum. Data was collected through a questionnaire from government sector seventy school teachers of Karachi. Correlation Analysis was performed to define the extent of the relationship found between the variables. The findings of the study will provide insights into the challenges faced by students in the education system, and will help to inform policies and practices to improve the quality of education for students, especially in terms of social development, individual development, character building and

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academic learning. The study will also be beneficial for educators, policy-makers, and researchers interested in understanding the impact of hidden curriculum on student's learning approaches and overall development.

Keywords: Individual development, Social development, Character building, Student academic learning

INTRODUCTION

The phrase "hidden curriculum" was coined by Philip W. Jackson in his 1968 book entitled "Life in Classrooms" in a section about the need for students to master the institutional expectations of school. However, the curriculum that is officially taught in schools is not the only one determinant of students' learning development. The hidden curriculum also plays a significant role in shaping students' personality, as the main purpose of education is to nourish all aspects of human mind and nature.

Education in Pakistan is overseen by the Federal Ministry of Education and the provincial governments, whereas the federal government mostly assists in curriculum development, accreditation and the financing of research and development. Hall (1994) states that when schools and teachers become aware and clear about their personal values, they are then able to understand and convert those values into a clear belief system about the nature of education and in curriculum also. There is an urgent demand to formulate new policies on value education through hidden curriculum practices. Policy planners can organize refresher courses for the in-service teachers and arrange funds for schools. Restructuring of curriculum for value education is an important aspect and specific training for in-services as well as pre- service teacher should be a part of value education program which is only possible if the planning is well defined and has been included in the curriculum at every stage.

STATEMENT OF THE PROBLEM

The impact of hidden curriculum practices on student social development, individual development, character building, and academic learning at public sector secondary schools in Karachi is a complex issue that requires further research and analysis. However, studies have suggested that the hidden curriculum can have a significant impact on students' understanding of themselves and the world around them. It can shape their beliefs, attitudes, and values, which can ultimately influence their social development, individual development, and character building. Additionally, the hidden curriculum can affect students' motivation, self-esteem, and overall well-being, which can impact their academic learning. Therefore, it is crucial for educators and schools in the public sector of Karachi to be aware of the hidden curriculum and its potential impact on students and actively work towards creating a positive and inclusive learning environment.

OBJECTIVES

1. To explore the relationship between hidden curriculum practice and academic learning of students.
2. To analyze the relationship between hidden curriculum practice and social development of students.
3. To find out the relationship between hidden curriculum practice and individual development of students.
4. To identify the relationship between hidden curriculum practice and character building of students.

HYPOTHESIS

H1: There is no relationship between hidden curriculum practice and academic learning of students.

H2: There is no relationship between hidden curriculum practice and social development of students.

H3: There is no relationship between hidden curriculum practice and individual development of students.

H4: There is no relationship between hidden curriculum practice and character building of students.

LITERATURE REVIEW

Social Development

Impact of hidden curriculum on student social development suggests that the hidden curriculum can have a significant influence on students' understanding of themselves and the world around them. Studies have found that the hidden curriculum can shape students' beliefs, attitudes, and values, which can ultimately influence their social development.

Additionally, research has suggested that the hidden curriculum can perpetuate a culture of competition and individualism, leading to negative effects on students' social development and their ability to work in teams and collaborate with others. A study by (Jones, 2015) found that the hidden curriculum in schools emphasized individual achievement over collective success, leading to negative effects on students' social development and their ability to work in teams.

On the other hand, research has also shown that the hidden curriculum can have positive effects on students' social development when it promotes inclusion, diversity, and social justice. A study by (Williams, 2018) found that the hidden curriculum in schools that emphasized the importance of diversity and inclusion had a positive impact on students' social development and their ability to understand and respect different perspectives.

Individual Development

Individual development suggests that the hidden curriculum can have a significant influence on students' understanding of themselves and the world around them. Studies have found that the hidden curriculum can shape students' beliefs, attitudes, and values, which can ultimately influence their individual development.

Hidden curriculum can perpetuate stereotypes and discrimination, leading to negative effects on students' self-esteem, motivation, and overall well-being. For example, a study by (Smith, 2010) found that the hidden curriculum in schools reinforced societal stereotypes of race, gender, and class, leading to negative effects on students' self-esteem and motivation. Additionally, a study by (Brown, 2012) found that the hidden curriculum in schools perpetuated stereotypes and discrimination, which led to negative effects on students' individual development and their ability to form positive relationships with others.

Research shown that the hidden curriculum can have a positive impact on students' individual development when it promotes self-awareness, critical thinking, and personal growth. A study by (Johnson, 2016) found that the hidden curriculum in schools that emphasized the importance of self-awareness and critical thinking had a positive impact on students' individual development and their ability to reflect on their own beliefs and values. Another study by (Williams, 2018) found that the hidden curriculum in schools that emphasized the importance of personal growth and self-improvement had a positive impact on students' individual development and their ability to set and achieve personal goals.

Character Building

Student character building suggests that the hidden curriculum can have a significant influence on students' understanding of themselves and the world around them. Studies have found that the

hidden curriculum can shape students' beliefs, attitudes, and values, which can ultimately influence their character development.

Hidden curriculum negatively influence their character development as they may internalize negative beliefs and values. For example, a study by (Smith, 2010) found that the hidden curriculum in schools reinforced societal stereotypes of race, gender, and class, leading to negative effects on students' self-esteem and motivation which may affect their character building. Additionally, a study by (Brown, 2012) found that the hidden curriculum in schools perpetuated stereotypes and discrimination, which led to negative effects on students' character development and their ability to form positive relationships with others.

Research has also shown that the hidden curriculum can have a positive impact on students' character building when it promotes ethical and moral development. A study by (Johnson, 2016) found that the hidden curriculum in schools that emphasized the importance of ethical and moral development had a positive impact on students' character building and their ability to make responsible and fair-minded decisions. Another study by (Williams, 2018) found that the hidden curriculum in schools that emphasized the importance of integrity, responsibility, and honesty had a positive impact on students' character building and their ability to act in an ethical and moral manner.

Academic Learning

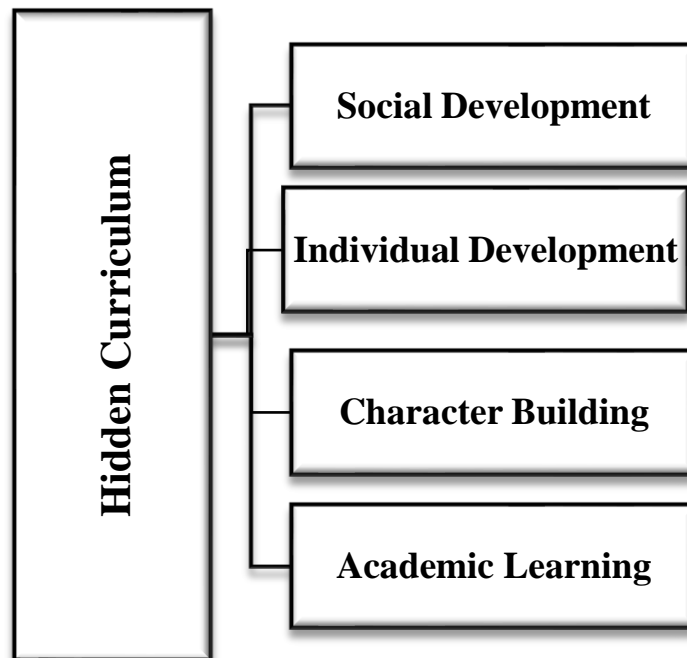
Hidden curriculum can have a significant influence on students' understanding of themselves and the world around them. Studies have found that the hidden curriculum can shape students' beliefs, attitudes, and values, which can ultimately influence their academic learning.

Hidden curriculum can perpetuate stereotypes and discrimination, leading to negative effects on students' self-esteem, motivation, and overall well-being. This can also negatively impact their

academic performance. For example, a study by (Smith, 2010) found that the hidden curriculum in schools reinforced societal stereotypes of race, gender, and class, leading to negative effects on students' self-esteem and motivation which may affect their academic learning. Additionally, a study by (Brown, 2012) found that the hidden curriculum in schools perpetuated stereotypes and discrimination, which led to negative effects on students' academic learning and their ability to form positive relationships with others.

Research has also indicated that the hidden curriculum can have a positive impact on students' academic learning when it promotes critical thinking, problem-solving, and self-directed learning. A study by (Johnson, 2016) found that the hidden curriculum in schools that emphasized the importance of critical thinking and problem-solving had a positive impact on students' academic learning and their ability to analyze and evaluate information. Another study by (Williams, 2018) found that the hidden curriculum in schools that emphasized the importance of self-directed learning had a positive impact on students' academic learning and their ability to take initiative and be responsible for their own learning.

Research Model



In this research paper, we use Structure model to develop the Impact of hidden curriculum model of students of Public Sector School of Karachi. We use social development, individual development character building and academic learning, as a constructs.

RESEARCH METHODOLOGY

A quantitative research methodology was used to analyze data. The sample of the study comprised of 70 teachers of different schools of Karachi. Random sampling technique was used to collect data. This approach involves collecting numerical data through a questionnaire to analyze and draw conclusions about the phenomenon being studied.

Reliability of Questioner

Reliability analysis is used to measure internal consistency of the questionnaire (Tavakol, M., & Dennick, R. 2011). Reliability of the questionnaire is measured by using measures of Cronbach's alpha.

Table 1 The scale of Reliability of Questioner

Cronbach's Alpha	N of Items
.797	20

Table 1. Indicates that 20 items were formulated for the student questionnaire and the reliability of the questionnaire is **0.797** that is considered as acceptable. According to Bonett, D. G., & Wright, T. A. (2015) the value of alpha should be greater than or equal to 0.7 as it shows 70% internal consistency for better result.

Correlation Analysis

Correlation Analysis was performed to define the extent of the relationship found between the variables (Malhotra, Nunan, & Birks, 2017). The following table shows the correlation of variables among each other.

H1: There is significance correlation between academic learning and social development

Table 2 Pearson Correlations Between Academic Learning and Social Development

		Academic Learning	Social Development
Academic Learning	Pearson Correlation	1	.469**
	Sig. (2-tailed)		.000
	N	70	70
Social Development	Pearson Correlation	.469**	1
	Sig. (2-tailed)	.000	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

The correlations table no 2 indicate that the correlation between academic learning and social development is $r = -.469$ and the value of $p > 0.05$ witch show that there is perfect positive correlations between academic learning and social development.

H2: There is significance correlation between social development and individual development

Table 3 Pearson Correlations Between Social Development and Individual Development

		Social Development	Individual Development
Social Development	Pearson Correlation	1	.583**
	Sig. (2-tailed)		.000
	N	70	70
Individual Development	Pearson Correlation	.583**	1
	Sig. (2-tailed)	.000	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

The correlations table no 3 indicate that the correlation between social development and individual development $r = .583$ and the value of $p < 0.05$ i.e 000 witch show that there is perfect positive correlations between social development and individual development.

H3: There is significance correlation between individual development and character building.

Table 4 Pearson Correlations Between Individual Development and Character Building

		Individual Development	Character Building
Individual Development	Pearson Correlation	1	.620**
	Sig. (2-tailed)		.000
	N	70	70
Character Building	Pearson Correlation	.620**	1
	Sig. (2-tailed)	.000	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

The correlations table no 4 indicate that the correlation between individual development and character building ($r = .620$) and the value of $p < 0.05$ i.e **.000** witch show that there hidden curriculum effect on student individual development and character building.

H4: There is significance correlation between character building and academic learning.

Table 5 Pearson Correlations Between Character Building and Academic Learning

		Character Building	Academic Learning
Character Building	Pearson Correlation	1	.469**
	Sig. (2-tailed)		.000
	N	70	70
Academic Learning	Pearson Correlation	.469**	1
	Sig. (2-tailed)	.000	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the correlation between character building and academic learning ($r = .469$) statistically. It was found that $p < 0.05$, i.e. **.000**, the null hypothesis is rejected and found that significant relation between character building and academic learning. It means that impact of hidden curriculum depend on student character building and academic learning.

DISCUSSION

Hidden curriculum consists of unspoken values, beliefs, norms and culture. Educators mostly teach students without even realizing that students can also learn through their interest, mutual

interactions, exhibiting positive school or classroom culture. Psychologically and emotionally hidden curriculum help them to prepare themselves for society beyond schools. It reduces academic stress and test anxiety and sometimes reproduce and reshape the hidden capabilities and qualities of students who are searching somewhere within themselves. So there is a need in educational institutes to include hidden curriculum with formal education to balance the level of learning in all capacities for upcoming breed.

CONCLUSION

Based on the study's statistical analysis, hidden curriculum plays a significant role in shaping students' attitudes and behaviors and can have a significant impact on their academic learning. It creates a positive and supportive learning environment that considers that hidden curriculum can foster better academic outcomes to maintain all cognitive, affective and psychomotor domains of learning. It is important for educators to be aware of the advantages of hidden curriculum and to consider its impact on students' learning experiences while formal teaching.

RECOMMENDATION

Here are a few recommendations for addressing current issues related to the hidden curriculum:

1. Address implicit biases in the hidden curriculum: Educators and school systems can take steps to recognize and challenge their own biases, and to create inclusive and equitable policies and practices in schools. This can involve providing training on implicit bias for teachers and other school staff and using data and other tools to identify and address areas of inequity within the school.
2. Examine the impact of standardized testing on the hidden curriculum: Schools and policymakers can consider ways to reduce the emphasis on standardized testing, and to create a more balanced and comprehensive approach to assessment that considers a range of student

learning and achievement. This can involve using a variety of assessment methods, such as portfolios, projects, and formative assessments, in addition to standardized tests.

3. Carefully consider the influence of technology on the hidden curriculum: Educators and policymakers can think critically about how technology is used in education, and seek to incorporate technology in a way that enhances, rather than detracts from, the learning experience. This can involve setting clear guidelines for the use of technology in the classroom and providing training and support to teachers on how to effectively integrate technology into their lessons.
4. Create a positive and supportive school environment: Ensuring that schools have a positive and safe physical and social environment can be an important part of addressing the hidden curriculum. This can involve developing policies and practices that promote a culture of respect, inclusion, and safety, and providing resources and support to help students and teachers navigate any challenges that may arise.

Future work

There is still much to learn about the hidden curriculum and its impact on academic learning. Future research could focus on identifying specific strategies that educators can use to create a positive and supportive learning environment that considers the hidden curriculum. Additionally, research could examine how the hidden curriculum varies across different school contexts and how these differences impact academic learning. Finally, research could explore the role of the hidden curriculum in promoting equity and inclusion in education.

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