

*Original Article*

The Role of the Hidden Curriculum on Social Education of High School Students

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ABSTRACT

The aim of present research was to study the role of hidden curriculum on social education of high school students in Bandar-Abbas city. The method of research was descriptive-after event (causal- comparative) in sort. The statistical society was high school students in Bandar-Abbas city which is a 370 people were selected by random cluster sampling. In order to collect information, two questionnaire: hidden curriculum is adapted from Babery and the questionnaire of social education retrieved from the questionnaire of evaluation of high school teenagers' responsibility, the Teenage Inventory of Social Skills was used. The validity of the questionnaires was determined before and in current research. The validity of the questionnaires was determined by experts and for the reliability of them, Chronbach's alpha was used, so the reliability of the hidden curriculum questionnaire was 0.88 and social education questionnaire was 0.85. The results from analyzing data showed that: students in open-atmosphere schools have got more social and took better scores in performing educational and civil duties. Also students in open-atmosphere schools have better level in social moralities and social skills. Among components of hidden curriculum, organizational structure could better predict the social skills of students.

Key words: social education, social skills, social responsibility, hidden curriculum

INTRODUCTION

Schools as the educational institution, which contains age group from pre-school to pre-university, has a determinant role in socializing children and teenagers. The best and the most important periods of growth and evolution are in scholastic age. So appropriate with each of educational periods and considering substantial, mental and emotional properties, special educational programs should be prepared for them.

Experts and specialists of curriculum studies, such as Valence [1], Gerner and Knowlton [2] believe that explicit and formal curriculum is not the only thing which students learn in schools and much of knowledge and taught of students is through interaction and communication which has arose from social and educational environment of school, and such taught has a significant effect on formation of moral and social personality of students. On the other hand, because these taught are performed via experiments and objective observations, has more stability and resistance. In educational systems which are among the most important and basic systems of each country for education of humanitarian fund and global and stable development, general regarding and all over encounter and precise and deep with the curriculum phenomenon has a prominent importance. During the history of curriculum, much of endeavors were made by experts of this field, which caused much more wealth of it.

Among the most important of these endeavors, which is one of the fairly new and valuable contexts of curriculum, is mention to three kinds of programs which are performed simultaneously in schools. These three programs are "explicit or formal" curriculum, "implicit or hidden curriculum" and "null" curriculum. [3]

This aspect of curriculum, which is resulted in the context of dominant culture of educational environment and without awareness of teachers and students, and is shown in the form of a collection of expectations and values and is lent to the vicinity of knowledge and learning less, is known as hidden curriculum. [4]

Among these, the role of hidden curriculum is considerable and probably effective on teenagers' treatments, especially social treatments. Perhaps the most important effect of the hidden curriculum concept is laid in the invitation of researchers to observe the education and training, teaching and learning, as a text which should unveil its paraphrase or hidden meanings. Hidden curriculum neither is written somewhere, nor is taught by a teacher. Rather it is taught by the educational environment as a whole. Regardless of teachers' conversance and worthiness, or the development of curriculum, the students are suddenly encountered with something not spoken about before. Affected by the hidden curriculum of school, they gradually find a special sight with respect to the life, education and learning. [5]

Based on the opinion of specialists of curriculum vicinity, among the compasses which probably hidden curriculum has the most influence in it, is the social education of students. Social education is one of the challenges in educational system of the country, which is affected by the whole system and foundations of society, e.g. education and training. Social problems and challenges in present society, such as: the extension of crimes especially among teenagers, inappropriate and immoral usage of mass media, such as cell phone, inappropriate and immoral usage of internet, the increase in addiction and intoxicating pills, the increase of home break, the progress of AIDS, the decrease of role and value of family, the increase of family disunion e.g. divorce, cold relations between parents, has caused the attention to social education to be one of the worriment of education and training. The school, as a social and worthy foundation, has an important responsibility in education. On the other hand a teenager spends much of his time in school and considering the age of high school, imitation from social environment and assimilation with coevals grows in him and also strong dependence to parents decrease in him and tendency to individual freedom increases within him.

So it is necessary to pass some stages in order to social educate and train the best members for society, which contains familiarizing people with social rights and responsibility, which of course should be done appropriate with age and growth stages and proportional to needs of each stage. Second, familiarity with occupational and civil duties and the third is to create social skills. [6]

In this research emphasizing three aspects: 1- social responsibility, 2- familiarity with occupational and civil duties, and 3- social skills, the effects of hidden curriculum on the aspects of social education of high school students has been studied.

The collection of learning of learners is not limited to curriculum and it always cannot be controlled the effective factors in experiment formation. Because other factors which are hidden from the view of teachers and programmers, affect the mind and treatment of learners and even in lots of cases, is much more effective than the formal curriculum, which is right the hidden curriculum.

About the concept of hidden curriculum, various terms and phrases have been used, such as unstudied, covert, latent, unwritten, unintended, invisible curriculum, nonacademic outcomes of schooling, by products of schooling, residue of schooling and everything taught in school. Each of these phrases mention to some of implicit implications and aspects of the hidden curriculum concept. [7]

In Alkan's opinion, the most important factors among them are: reciprocal relationship of people in school, organizational and physical structure of school and classroom, that each of these factors has kind of role in the formation of hidden curriculum. [8]

Different analysis has been made about the hidden curriculum, which the most important is stated by Portelli. He has divided different aspects to four groups including: a) informal and hidden expected messages and expectations, b) unintended messages and results of learning, c) inexplicit and implicit messages resulted by the school structure, d) the program made by students. [9]

A research with the title "Surveying the consequences of the unintended (hidden) curriculum in social environment of high schools in Isfahan city and solutions to reduce the negative consequences" has been done by H. Alikhani (2004). The results of the research show that: the amplification of obedience and harmonious instead of criticism thinking, the amplification of individual contest on the negative view relative to performing group activities, the amplification of negative self-imagination and weakening self-confidence are among negative consequences of hidden curriculum in schools. So the effect of these consequences can be reduced to the least by teaching components such as: cooperation in schools' law and responsibility. [10]

Fathi Vajargah, Vahed Choukadeh, tried to identify the inconveniences of civil education in hidden curriculum, in the view of 370 women teachers of the capital Tehran's high schools, via the field research. The result of the survey show that through the hidden curriculum, students become familiar with the skills and viewpoints such as respect, honesty, tolerance, sympathy, democracy, patriotism, obligation and responsibility, attention to public profit, equivalence, legality and so on[11].

The results of Mayer's research show that in the closed atmosphere schools, students have embarrassed learning and offer their opinions and viewpoints less. Also the atmosphere of schools is related to educational progress, the attitude of students relative to teacher and school, moral growth, social skills, social compatibility, loyalty and obligation, innovation and initiative and more endeavors of students [12].

Young, in his research, concluded that the manner of management and leadership have effect not only on the educational progress, but also on the atmosphere of school, that shows the importance of deployment the opportunities for responsibility and cooperation of students in the school, that the cooperation of students increase their sense of responsibility[13].

Schwartz, in his research has concluded that the atmosphere of school causes some problems in socialization and compatibility and social relationships of them. He considered the social isolation of students as a sample of negative consequences of atmosphere of schools and universities [14]

This survey is proposed to answer these questions:

- 1-What is the role of hidden curriculum in the social responsibility of high school students?
- 2- What is the role of hidden curriculum in the familiarity of high school students with social and civil duties?
- 3-What is the role of hidden curriculum in the growth of social skills of high school students?

MATERIALS AND METHODS

Considering the goals and questions of survey, the method was descriptive (causal- comparative). For better result we have tried to control some factors such as social class and academic grades of students. To obtain the goals of research it was necessary to pass two stages :

1- Identifying dominated atmosphere in theoretical high schools 2- Identifying the consequences of hidden curriculum and its role in students' social education. The statistical sample of research contains (10780) student of governmental and nongovernmental high schools in the city of Bandar Abbas at educational year of 90-91, which 370 people were selected by random cluster sampling.

Considering the subject of survey, two (researcher made) questionnaires were used to gather needed information for the survey: the questionnaire of hidden curriculum and the questionnaire of social education. In the preparation of hidden curriculum questionnaire, some of items of Babery's questionnaire were used with some reformations.[15] In the arrangement of social education questionnaire, some of the items were used from the questionnaire of evaluation of high school teenagers' responsibility Kordlou, [16], and also The Teenage Inventory of Social Skills (TISS; Inderbitzen,)[17] reformed. After the regulation of questionnaires, there were given to some experts in educational science and curriculum and psychology and they were asked to give their opinions about the proposed questions for evaluation of hidden curriculum and social education in high schools, so the face validity of them was confirmed. Also considering the fact that the questionnaire was made on the basis of previous questionnaires and some reformations on them, factor analysis were used for each factor loading and all of the questions showed a correlation factor between 0.30 and 0.60. The reliability of hidden curriculum was determined to be .88 and that of social education was determined to be .85. The manner of performance was so that first (in the determined aspects of hidden curriculum, containing the aspect of reciprocal relations of individuals, organizational structure of school) based on the gained marks from hidden curriculum questionnaire, the schools were divided to two groups: open and closed. So the division of schools to open and closed was made by determined aspects of hidden curriculum, and people up the average 72.21 were situated in the open group and those lower than it were in the closed one. Then the role and consequences of hidden curriculum in the social education indices was studied. The statistical method used in this survey is the T-test of independent group.

RESULTS

In this section, results of analyses will be presented. Question 1- What is the role of hidden curriculum in the social responsibility of high school students? For this purpose, the average of social responsibility of students in open and closed groups was compared. As shown in table.1, the results of t- test from the first question shows that social responsibility of students in open and closed atmosphere schools has a significant difference at level ($p < 0.01$, $t = 7.89$) and considering the evaluated average it can be said that students in open atmosphere has an average of (29.27) more than students in closed atmosphere with an average of (26.18).

Table 1. Comparison between students' social responsibility

Index	Variable	Average	Standard Deviation	T	Sig
Social Responsibility	Open Atmosphere	29.72	3.58	7.89	0.001
	Closed Atmosphere	26.18	4.98		

2- What is the role of hidden curriculum in the familiarity of high school students with social and civil duties? To answer the second question, the average of students' awareness of social and civil duties in open and closed atmosphere schools was compared. As shown in table.2, test results of the second question shows that marks of students in open and closed atmosphere schools has a significant difference. ($p < 0.01$, $t = 6.59$) and it could be said that students in open atmosphere schools have got an average (92.83) more than students in closed atmosphere schools, and students in these schools have got more knowledge relative to their civil duties.

3- What is the role of hidden curriculum in the growth of social skills of high school students? To answer this question, based on performed evaluation and comparison social skills between students of open and closed atmosphere schools (Table No.3), a significant difference has been observed between them. ($p < 0.01$, $t = 4.20$) and considering the average, we could say students in open atmosphere schools have got much more average (51.19) in social moralities relative to students in closed atmosphere schools (48.46).

Table 2. Comparison between students about their occupational and civil duties

Index	Variable	Average	Standard Deviation	T	Sig
Occupational And Civil Duties	Open Atmosphere	92.83	8.15	6.95	0.001
	Closed Atmosphere	85.66	11.53		

Table 3. Comparison between students' social skills

Index	Variable	Average	Standard Deviation	T	Sig
Social Skills	Open Atmosphere	51.19	5.78	4.20	0.001
	Closed Atmosphere	48.46	6.66		

DISCUSSION

This survey has studied one of the important effects of hidden curriculum on the students in schools. Research have revealed that schools' curriculum, especially hidden curriculum which dominate in schools, has a significant importance and could have positive and negative effects and consequences on the social education. Experts believe that via learning components such as: partnership and companionship in the laws of school and responsibility, one can reduce negative effects of hidden curriculum consequences. So a research has been done in order to answer the effect of hidden curriculum on the social education of high school students by the after event (causal-comparative) method, which the results will be discussed.

Surveying the first question shows that students in open atmosphere schools are more responsible. So the hidden curriculum has a significant effect on the increase of students' responsibility. The results obtained from research by Alikhani, Fathi Vajargah et al and Young [10, 11, and 13], compatible with the fact that social education prepares person to accept responsibility in the society. Social responsibility is a skill which is gained by experiment and knowledge. But, unfortunately this is ignored in most of the courses in educational systems. To prepare a warm environment in class or school in order to create values or common goals, to practically learn responsibility to students via: communicative learning in class, performing team works, usage of modern methods of communicative leadership in management, to devolve responsibility to them in establishment of discipline and institution and so on, help them to accept their responsibility toward their behavior in relationship with others, environment and society and also to accept the responsibility of their success or failure, and to make them a responsible and undertaking relative to themselves and to society and everybody whom is in contact. Fathi Vajargah et al [11] in their research concluded that: students get familiar with various skills and opinions, obligation and responsibility, via hidden curriculum. Young's research [13] shows that: the manner of management and leadership affect not only the educational progress, but also on the school's environment. Which shows the importance of usage of opportunities for responsibility, communication of students in the school's environment, and the communication of students in school increase the sense of responsibility in them? The responsibility prepares people for concerning problems of life and causes their personalities to be stronger, their view about life and its events to grow, their skills in managing their life to increase and to connect to environment in an effective and helpful manner, and against the society which is responsible for.

The results obtained from the second question show that students in open atmosphere schools are more familiar with the occupational and civil duties. So the hidden curriculum has a significant effect on the familiarity with the occupational and civil duty. Students get familiar with democracy, attention to public benefit, equivalence, legality and respecting the law [11]. Preparing teenagers for social life, (familiarity with occupational and civil duties) is a very important subject, with should be considered in educational systems by programmers and designers and in the school's environment by manager and teacher and advisor, with sympathy and connection with parents and other organizations. Students gain skills and abilities through communication in learning experiments such as corporation in the election of student council, communication in discussions, play roles as team leader, manage the school as a manager, etc. Here the role of culture instructor and advisor besides other school's staff is of great importance. Because it could be effective in helping students in order to recognize their capacities and getting familiar with occupations and professions appropriate with their abilities and getting informed about occupation choosing and preparation for entrance high education.

Results obtained from the third question show that there is a significant difference in the field of social skills' growth between students in open and closed atmosphere schools and students in open atmosphere schools are more grown in the field of social skills, and states that hidden curriculum has a significant effect in the growth of students' social skills. Schwartz [14] states that: the school's environment causes problems in socializing and compatibility of students, and he also enumerates isolation and lack of social skills as a sample of negative consequences of the environment in schools and universities. After family, the school is the most important factor in socializing people. Certainly preparation circumstances of the growth of social skills and socializing can be one of the obvious results of social relationships which dominate in the school, from the contact of student with his coevals, manager and other educational staff. The lack of social skills concern people with various problems and causes the lack of compromise and agreement in inter-subjective relationships, behavioral problems and disorders has a negative effect on the growth of his personality and consistency with the environment and finally

leads him to isolation and seclusion and cutting from society, prepares the ground of spiritual and mental problems and domestic discrepancies. And indeed the person faces to addiction and other corruption in order to fill his loneliness and the cocoon which has spun around him, hoping to find a way in unconsciousness to run away from his loneliness. So it is necessary for schools to pay attention to social growth and its amplification and strengthening.

The final result which can be found from this survey, is the fact that hidden curriculum is dependent to instantaneous presence and practical contact between teacher and students, and students with each other and other administrative and educational staff with each other and with the students in classroom and in the school. Students gain the hidden curriculum via analyzing and interpretation of their understandings. In fact, hidden curriculum is a response to what they observe in educational environment, hear, encounter, feel, learn and do. So it must more consider in the educational systems.

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