

Exploring the Role of Hidden Curriculum in context of Promoting Citizenship Values at Elementary Level

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Abstract

The present study is carried out to explore the Role of Hidden Curriculum in the context of Promoting Citizenship Values at elementary level in District Mardan. The main objective of the study was; to investigate the uses of hidden curriculum for development of citizenship values in primary level. The stratified random sample was applied for collection of data from respondents i.e. Primary Schools Heads and Primary Schools Teachers (PSTs). The sample of the study was composed up of 205 primary schools teachers and 44 primary schools heads. The data was collected for quantitative research through five point likert scale. The questionnaire was consisted of 15 items. The items of the questionnaire were tested for validity and reliability by the research tools masters. The technique of Cronbach's alpha was utilized for calculating reliability of the research tool. The calculated reliability was found 0.832. Major findings of the study showed that: students at primary level developed their citizenship values to maximum level. The learners at this vital learning stage have implicitly and explicitly displayed a good overall effect on their citizenship values. The results further stressed that hidden curriculum should be valuable attention and real practices for achievement of desired objectives.

Keywords:- *Hidden Curriculum, Citizenship values, Primary, PSTs, Heads.*

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Introduction

The world has witnessed a number of smashing and momentous events, developments, and rapid changes in all domains and aspects of our daily life, such as economic, political, cultural, social, and educational in the 21st century. There have been observed gigantic changes in the behavior and values of human beings through direct and indirect influences. Human beings are blessed with the faculty of learning and observation by the divine. Educational institutions and teachers are the sources working inside and outside the educational institutions for the attainment of desired changes in the moral and social personalities of the learners. These changes are evolutionary in nature and are always in progress throughout the human life. Primary level of education is rightly called the foundation of academic and social life. The minds which are called Tabula Rasa (Blank Slates) absorb all the learning materials and empirical performance of the teachers in the schools. Schools are the vital institutions for inculcating changes at moral, attitudinal and social levels of learners. Primary education level is the most pivotal phase which furnishes channels for performing civic and social role in society. Keeping in view the importance of primary education level special importance is needed for implementation of curriculum, pedagogies and other academic activities inside and outside the school jurisdiction. The instincts, practices and values of socialization are nurtured at this crucial level of education. (Valance, 1993, Gomer, & Knowlton, 1997) the icons of curriculum designing and contents setting confirmed that curriculum is not just the name of the combination of bulk of contents which are to be crammed by the learners without any practical application of the taught contents. Each and every concept should have direct access to the development of specified values which are the vital components of model citizenship. Eisner, (1994) asserted that 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 a great focus on the development and grooming of the social skills of students at early stage of education. Students' learning concerned with citizenship values are taught directly and indirectly by the teachers in the classrooms and in the grounds of schools. The hierarchy of curriculum evolution and development has highlighted the fact that efforts have been made for achievement of social values attainment right from the beginning level of the education.

Curriculum is a complex and multidimensional term and accumulates all the parameters for the overall personality development of the learners. Different tiers of curriculum are there designed for specific domain of behavior and values. There are three major types of practicing curriculums in teaching sphere. These three types are labeled formal, Hidden and Null curriculum Eisner, (1994).

The assigned curriculum at primary level is mostly devised with contents and pedagogies which are accepted as tools for socialization through norms, values and beliefs. The contents are designed in such parameters to ensure the grooming of desired values among the primary students. The hidden curriculum is majorly applied at primary level to enhance and mold the social expectations and values which are imperative for fulfilling the needs of society and its major skills Mehrmohamadi, (2002).

Curriculum and its contents setting specify the objectives designed for the growth of different values from punctuality to patriotism and from honesty to justice. The function of Informal curriculum has broad and successful effects on primary school students' societal achievements. This leading effect of the hidden curriculum has captured the attention of researchers to observe the function of hidden curriculum on the domains of learning with special reference to the enhancement of citizenship values. Hidden curriculum stimulates the development of civic values of the learners as they are directly observing the teachers and other individuals of the society. It nourishes the performance of social skills in society. Hidden curriculum is explicit by nature and in neither planned or directly taught by teachers. It is directly as well as indirectly practiced by the teachers as a whole. Students come across much practical display of behaviours and performances 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 values of life, learning and learning process (Taghipour, & Ghaffar, 2009).

The well-known curriculum experts are of the view that hidden curriculum has an effective role in the grooming of social skills and civic values of learners at primary level. The education system of Pakistan is based on theoretical practices and focused on the process of cramming. It has the major loopholes regarding the development of social values and skills. The aim of education is to produce socially strong and morally groomed individuals for the progress of the society through the display of citizenship values. Social education has initiated desired trends in the entire system of society particularly in education and training. Values are always the custodians against social problems. 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, as a complete society working and polishing all the social, moral and ethical skills and values which are needed for civic and groomed social society. Hidden curriculum has valuable social and psychological role in education. A young learner at primary level, when passes his learning time in school and learns values 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, & Anarinejad, 2007).

The researcher has focused the study on three major parameters of hidden curriculum: 1- sense of social irresponsibleness i.e. socialization, 2- development of social values and duties, and 3- uses of societal values. These core effects on citizenship values of students at primary school levels have been analyzed in the present study.

OBJECTIVES OF THE STUDY

1. To investigate the role of hidden curriculum on socialization of students at primary level
2. To investigate the development of citizenship values in students of primary level
3. To explore the uses of hidden curriculum for development of citizenship values in primary level students

RESEARCH QUESTIONS

The major research questions of the study were as under;

1. Does hidden curriculum play any role in socialization of primary level students?
2. Does hidden curriculum develop citizenship values in students at primary level?
3. Does hidden curriculum develop the uses of citizenship values in primary level students?

RESEARCH HYPOTHESES

- H₀₁: The hidden curriculum does not play a substantial role in the socialization process of kids at the primary level.
- H₀₂: The hidden curriculum does not facilitate the cultivation of citizenship values among primary level students.
- H₀₃: The impact of the hidden curriculum on the acquisition and manifestation of citizenship values in primary level students is negligible.

SIGNIFICANCE OF THE STUDY

This study goes deeply into the world of the hidden curriculum, highlighting the important role it plays in a well-rounded education. The research sheds light on the hidden facets of education, emphasizing the need to instill citizenship values in an increasingly globalized society and providing valuable insight for those developing curricula and educational policies. By understanding the significance of the hidden curriculum, teacher preparation may be transformed to better prepare teachers to provide students with a well-rounded education. The study focuses on the Mardan district, but its results are relevant beyond that because educational systems everywhere work to do more than just teach facts. Ultimately, this research has the ability to affect educational policies by revealing the intricate interplay between the overt and covert parts of education, so creating a balanced and all-encompassing learning environment for students.

Literature Review

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, & Puperl, 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 which are used as tools for enhancement of civic values among the young learners. There is a cardinal role of each aspect in the formation of hidden curriculum (Mehrmohamadi, & Alikhani, 2004).

Portelli, (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 for the comprehension of civic values.

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 values and skills promote positive personality instead of negative thinking. It stops the display of negative skills and behaviour in students. These negative aspects can be renounced through the teaching of social skills and social cooperation in schools' environment.

(Fathi Vajargah, & Vahed Choukdeh, 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, (1980) has stated that the practices and procedures of the school heads and their management styles have far reaching effects on the development and application of values which are vital for a model citizen. An overarching theme appears in the numerous literary works, highlighting the hidden curriculum's complexity. Giroux and Puperl (1983) emphasize its subtle, unwritten, and unexpected nature, implying a widespread impact in classrooms. Portelli (1993) classifies its influence into four categories to highlight its pervasiveness, while Mehrmohamadi and Alikhani (2004) explore the structural components that lead to its existence. The hidden curriculum can have positive and negative impacts on students, as highlighted by Alikhani's (2004) emphasis on mitigating the latter. Young (1980) and Fathi Vajargah and Vahed Choukdeh (2006) highlight the positive influences, highlighting the critical role of the school environment and leadership in defining the impact of the hidden curriculum. Taken together, these findings highlight the crucial role that the hidden curriculum plays in influencing the social and cultural beliefs of today's youth. It is not only seen in the overt actions of adults in the school but also in their subtle, inadvertent communications with students. Realizing and capitalizing on its potential can have far-reaching effects on pupils' overall development, especially during the formative years.

He further asserted that the mode of style of management has strong mental prints and practical display in the primary students' behavior. It has also strong effect on the learning environment of the school which is mostly activity and problem solving based. It shows that the sense of responsibilities of students at primary level in the school increase their social roles in society.

The study by Schwartz, (1993) has proved that the atmosphere of school can lead and mould problems for the development of citizenship values and social relationships of students as well.

Despite the acknowledged significance of the hidden curriculum in cultivating citizenship values among primary school kids, there exists a dearth of empirical research elucidating its precise function and influence, particularly within the context of primary education. The influence of the hidden curriculum on student socialization and its role in facilitating the development and implementation of citizenship values at the primary level is a topic of significant importance. The decision to focus on this particular research problem was made based on its specific scope within the primary education context and its ability to provide practical insights for educators and curriculum makers. Alternative designs might have explored the potential effects of the hidden curriculum on various educational levels or its potential influence on other dimensions of development, including cognitive or emotional growth. However, placing emphasis on the development of citizenship values among primary kids adopts a focused strategy, since this stage serves as the fundamental basis for instilling society values.

METHOD AND PROCEDURE

The researcher has applied Descriptive method in the present research study keeping in mind the objectives of the study.

The population of the study is constituted of (502) PSTs teachers and 44 head teachers from 44 Primary schools of district Mardan. Sample of the study is based on 205 PSTs and 44 Primary schools Head Teachers by using simple random sampling technique.

The researcher personally collected data through distribution of questionnaires consisted of homogenous items for PSTs and Primary schools Heads. The reliability of the hidden curriculum questionnaire was 832. Analysis, Findings, conclusions and recommendations were drawn by using the statistical method of Chi-square of SPSS version 22.

ANALYSIS of DATA

This section of the research study presents the statistical analysis of the collected data by the application of the mentioned statistical tool. The research used the Chi-square statistical approach used in SPSS 22 software to test the veracity of the assumptions. Since this non-parametric test may evaluate categorical variables and find correlations or deviations between actual and predicted frequencies, it was selected for this purpose. The various hypotheses were examined separately.

Question1- Does hidden curriculum play any role in socialization of primary level students?

Table 1

Role of Hidden curriculum in socialization at elementary level Head of school views

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

Significant level=0.05 Table value = 9.488

The calculated data of X² value of 22.909 of table 1 is greater than the table value 9.488 at 0.05 level. Therefore, the statement that Hidden curriculum plays a great role in socialization of primary level students was approved.

Table 2

Role of Hidden curriculum in socialization at elementary level (Elementary school teacher's views)

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

Significant level = 0.05

Table value = 9.488

The calculated data of X² value of 212.829 of table 2 is greater than the table value 9.488 at 0.05 level. Therefore, the statement that Hidden curriculum plays a major role in socialization of primary level students was approved.

Table 3

Hidden curriculum develop citizenship values in students at primary level

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

Significant level = 0.05

Table value =9.488

The calculated data of X^2 value of 224.098 of table 3 is greater than the table value 9.488 at 0.05 level. So, the statement that Hidden curriculum develops citizenship values in students at primary level was accepted.

Question 2- Does hidden curriculum develop citizenship values in students at primary level?

Table 4

Does hidden curriculum develop citizenship values in students at primary level?

Respondents	S A	A	SD A	D A	U D	D F	X^2	P- Val ue
Pri ma ry Sch ools He ads	Sco re	1 5	2 3	2	3	1		
	%	3 4	5 2.	4 .	6 .	2 .	43. 27 3	.0 00
	age	. 0	2	5	8	2		

Significant level = 0.05

Table value = 9.488

The calculated data of X^2 value of 43.27 of table 4 is greater than the table value 9.488 at 0.05 level. Therefore, the statement that Hidden curriculum develops citizenship values in students at primary level was approved.

Question 3: Does hidden curriculum develop the uses of citizenship values in primary level students?

Table 5

Does hidden curriculum develop the uses of citizenship values in primary level students?

Respondents		SA	A	DA	UD	DF	X^2	P-Value
Primary	Score	17	25	2	0	0		
Schools	%	38.	56.8	4.5	0	0	18.591	.000
Heads	age	6						

Significant level = 0.05

Table value = 9.488

The calculated data of X^2 value of 18.59 of table 5 is greater than the table value 9.488 at 0.05 level. So, the statement that Hidden curriculum develops the uses of citizenship values in primary level students was approved.

Table 6

Does hidden curriculum develop the uses of citizenship values in primary level students?

Respondents		S A	A	SD A	D A	U D	D F	X ²	P- Value
PS Ts	Scores	80	105	2	8	10	4	224.098	.000
	%	39	51	0.9	3.9	4.8			
	age	.0	.2						

Significant level = 0.05

Table value = 9.488

The calculated data of X² value of 224.098 of table 6 is greater than the table value 9.488 at 0.05 level. Therefore, the statement that Hidden curriculum develops the uses of citizenship values in primary level students was approved.

DISCUSSION

This study has pragmatically affirmed the vital need and value of hidden curriculum in the development of citizenship values in the students at primary level. The findings of the study have confirmed that hidden curriculum has a validated effect and role in nourishing and polishing the societal skills and citizenship values in primary level students. Research studies conducted on the relationship of hidden curriculum on the development of citizenship values at different levels of education have presented desired results. The findings of the present research study has also acknowledged and affirmed that hidden curriculum has an accumulative role in the nurturing values of citizenship in primary level students.

Findings of the first question declare that primary level students in open environment of schools have strong development and application of societal skills. It supported the view that hidden curriculum has an influence on the development of socialization of primary level students. Socialization and its relevant skills are learned and practiced by students through practices and experimentation in class rooms and other learning situations. Hidden curriculum helps them to learn and practice their responsibilities towards others, environment and society. It also prepares them a responsible individual for themselves and for others by observing the principles of citizenship.

Results of second question displayed that students get a comprehensive knowledge regarding the application of social skills and learning the social values taught and performed by teachers and students in school premises. Students get acquaintance with all social rules and regulations which are needed for value based personality development of primary students. Students comprehend and practice social skills and abilities with each others in classrooms as well as at home with family members.

Analytical results of the third question affirm that hidden curriculum matures the application of citizenship values in the young learners at primary level. Values comprehension is always displayed through the application of social skills of primary students through their involvement in different social activities, class room rules and rules for permission and speaking. This interaction affirms that hidden curriculum has a major influence on uses of social skills of students. The lack of the development of social values and skills of primary level students leads to severe social problems and model civic personality building. It is compulsory for curriculum designers to design curriculum for primary level based on teaching the core values and social prospects to ensure citizen as epitomes of moral, economic and social values.

CONCLUSIONS

The concluding findings through analysis of data highlighted the fact that hidden curriculum has an extensive and deciding role in academic as well in social domain. It is a crucial tool for nurturing all the social and citizenship values of learners at the primary level. It has also painted the major factor of social collegiality, cooperation, team work, punctuality, and problem solving of students in classroom as well as in the outer society at primary level. Students take in social skills and citizenship values through understanding and application of hidden curriculum. It promotes societal values in general and social responsibilities in particular among primary level students. In reality, hidden curriculum is an overall product to students' observation in their educational environment such as hearing, watching and performing and they in response apply the same learnt values personally. The implementation of hidden curriculum in the educational systems should be focused because the core aim of curriculum is always the development of social and citizenship values among students to make them model citizens of the society and state.

RECOMMENDATIONS

The following are the valuable recommendations on the basis of analysis and findings.

- 1- Approved curriculum for primary level students should have such materials which will nourish the social skills building of the primary level learners. It should be in accordance to the national citizenship values and cultural norms.
2. Primary level education should be provided to each male and female student in light of the constitution of the state.
3. The learners of the primary level should focus on the development of citizenship values through co and extra cocurricular activities.
4. Teaching pedagogies should focus on the enhancement of social values needed for model citizenship.
5. Trained teachers should induct at primary level to ensure the attainment of targeted aims.
6. Activity based teaching learning should be made mandatory at primary level.
7. Economy should not be a problem for enhancing social skills of primary level learners.

Compliance with Ethical Standards:

It is to confirm that all the authors don't have any conflict of interest regarding the research topic. It is also validated that informed consent was obtained from all individual participants included in the study.

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