



Exploring the Role of Hidden Curriculum on Character Building of Secondary School Students

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Abstract

The major focus of this study is to explore the role that the hidden curriculum plays in developing the character of the secondary school (SSC) students. The objectives of the study were: to explore the effect of the hidden curriculum on building the character of SSC level students; and to probe into the parameters of character building at the SSC level students. The research employs a quantitative research methodology. The study population was encompassed all secondary male schools in District Mardan. Data was collected by using Simple random sampling technique from 205 subjects. The sample includes 05 Secondary School Teachers (SSTs) and 01 head selected each from 44 secondary schools. Questionnaires were used to collect data from SSTs and heads of the public SSC level schools in District Mardan and were analysed using SPSS version 21. The results and findings of the research study demonstrated the important role which hidden curriculum plays in building the character of SSC level students. The research study recommended that hidden curriculum is required to be rationalized for effective building of character. The study also suggested to provide professional training to SSTs regarding the structured and planned implementation of the hidden curriculum on SSC Level for attainment of desired goals.

Keywords

Hidden Curriculum, Character Building, Secondary Level Students, Secondary School Teachers

Introduction

Education can be defined as a systematic and structured process that involves the revitalization and reformation of human experiences (Dewey, 1986). This procedure entails providing supervision and assistance to young learners in order to cultivate their abilities to effectively navigate and thrive within their social environment. According to the author, schools should not be confined to physical structures where academic activities occur within a designated timeframe. These entities will serve as the focal points for the advancement of physical, moral, and psychological growth. The proposed intervention is expected to possess sufficient efficacy in shaping the cognitive and physical capacities of individuals, enabling them to successfully complete the assigned tasks with exceptional proficiency. Education is a systematic process that aims to refine and harness the cognitive abilities of individuals in order to attain specific objectives.

This is accomplished by the implementation of a curriculum that is appropriately referred to as the educational racecourse. The effectiveness and practicality of education are contingent upon the calibre of the curriculum, which is meticulously designed to ensure the attainment of specific goals and objectives. The curriculum effectively aligns with and fulfils the contemporary needs of culture, society, and the stakeholders it serves. According to Stotsky (2012), the concept of curriculum refers to a systematic and organised strategy that outlines the necessary steps to achieve specific aims and

objectives within the context of the teaching and learning process. According to Kattington (2010), the curriculum serves as a framework and a set of regulations that offer advantages to students by enabling them to acquire mastery in both subject matter and social growth. The attainment of these ambitious objectives is facilitated by the use of active learning methodologies, pragmatic approaches, a sense of civic duty, the cultivation of personal virtues, and the provision of assistance to the broader community.

Education is a crucial and diverse platform that plays a significant role in cultivating a generation of high-value individuals with exceptional character, who have the potential to become transformative leaders for their respective nations. Education and character are intrinsically linked, forming two complementary aspects of personal development. Education encompasses the acquisition of knowledge and skills, while character represents the application and manifestation of these qualities in one's actions and behaviour. Together, they form an inseparable bond, each contributing to the holistic growth and development of an individual. The development of character has an impact on academic achievement. Character can be understood as the manifestation of an individual's second personality through their behaviours in the context of everyday life. The significance of the hidden curriculum in fostering character development should not be overlooked, as it instils values of fairness and justice that serve as a deterrent to the emergence of social crises and disputes. The term "educational culture" pertains to the implicit behaviours and beliefs that exist within the educational environment (Alsubaie, 2015). The manifestation of this phenomenon is seen through the dynamic interplay between educators, learners, and the organisational framework of the classroom. Additionally, it has been found to be highly efficacious in fostering the cultivation of self-esteem, optimistic cognition, empathy, and adherence to timeliness.

In his work published in 2012, Cubuku provides an elucidation of the constituent components and dimensions of the hidden curriculum, which plays a crucial role in shaping the formation of attitudes, values, beliefs, and norms within educational institutions. According to Raj (2009), character formation is a significant endeavour that poses a considerable challenge for communities worldwide in the context of the global village. Schools, parents, and curricula collectively serve as influential agents in shaping character development on a broad societal level. O'Sullivan (2004) posits that the development of character in students occurs inside the educational environment (as referenced in Karatay, 2011).

Character is a comprehensive manifestation of moral and social ideals that are inherently interrelated and interdependent. The hidden curriculum can accomplish this objective, as it pertains to the cultivation of behaviour, principles, timeliness, the resolution of social disputes, and equity. The hidden curriculum fosters the development of positive character traits and offers direction for the essential values that have to be imparted and the appropriate methods for their instruction. The hidden curriculum serves to cultivate and reinforce virtues such as humility, honesty, kindness, loyalty, patience, and responsibility across several domains of human existence. The process of developing one's character has enduring impacts throughout various domains of human existence. It exhibits characteristics of sustainability and durability.

Research Objectives

- i. To explore the role of hidden curriculum in students' character building the at SSC level.
- ii. To investigate the parameters of character building at the SSC level.
- iii. To probe into the applications of the hidden curriculum in building character among students at SSC level.

Research Questions

- i. What is the role of the hidden curriculum in character building among SSC level students?
- ii. What are the parameters of character building at the SSC level?
- iii. What are the applications of the hidden curriculum at the SSC level?

Significance of the Study

The development of character has a crucial role in all aspects of human existence. In the event that educational institutions do not adequately address the moral growth of its pupils, there is a risk of students lacking in essential character traits. Home surroundings play a significant role, both implicitly and openly, in shaping the character development of school-age children. Efforts are being exerted with great intensity to enhance the reading and critical thinking abilities of our children, although a significant factor that is often overlooked pertains to the development of character, which

serves as a fundamental indicator of genuine education. According to Howard (2005), the educational process encompasses more than the acquisition of credentials; it involves the cultivation of learners' character. The concept of hidden curriculum pertains to the interpersonal dynamics among students and can frequently serve as a very influential mechanism in fostering the moral growth of pupils (Yuksel, 2005). According to Howard (2005), the concept of a hidden curriculum encompasses several activities that contribute to the development of communication skills, fostering positive relationships, and effective classroom management. The current study is significant as it seeks to explore this integral aspect of education.

Delimitations of Study

- i. The scope of the research study was confined to 44 secondary schools for male students in the Mardan district.
- ii. Only public secondary schools in the Mardan district that exclusively admit male students were considered for inclusion in the study.

Literature Review

According to Alsubaie (2015), the hidden curriculum plays a role in fostering the development of abstract and moral qualities in students through the implementation of various tactics, methods, procedures, and practises that contribute to the cultivation of character inside the classroom environment. According to his assertion, learners are more likely to acquire knowledge effectively when they are exposed to practical circumstances that are directly executed in their presence. According to Takahiro et al. (2014) and Gunawan (2017), the concept of the hidden curriculum refers to abstract and implicit aspects that are not explicitly stated in formal regulations, but are nonetheless observable to a certain extent. The inclinations, plans, practises exhibited by teachers, the prevailing atmosphere, and the behaviour of students collectively contribute to a hidden curriculum that has the potential to influence and mould the character of pupils.

Alsubaie (2015) asserts that the hidden curriculum facilitates the development of abstract and moral attributes among students by the use of various strategies, methods, procedures, and practises that contribute to the cultivation of character inside the classroom environment. The occurrence of a hidden curriculum is contingent upon the establishment of a robust connection with the academic community, encompassing the collaboration between educators, students, classroom dynamics, and the overall patterns of student engagement as a social system of values.

The Hidden curriculum refers to a curriculum that incorporates an implicit and abstract approach to instilling moral values in children, as stated by Naeem et al. (2014). The hidden curriculum, including its contents, methodology, and evaluation, lacks formal documentation and is not emphasised in the core curriculum. The liveliness of the hidden curriculum primarily stems from the teacher's pragmatic approach. The level of discipline exhibited by both the teacher and the school environment directly correlates with the extent to which children adhere to it. The formal education system primarily emphasises the academic growth of students, but the hidden curriculum extends to encompass broader aspects of societal, moral, ethical, and intrapersonal development. The primary objective of the hidden curriculum is to cultivate individuals who possess the necessary social skills and values to contribute positively to society, hence facilitating its progress and development.

Research Methodology

The research study employed a quantitative approach in its design and implementation. Creswell (2009, p.4) provides a comprehensive definition of quantitative research design, characterising it as a research approach wherein the researcher systematically collects, analyses, and integrates data using quantitative methods to derive results and draw conclusions. The present study employed a quantitative research approach to examine the effect of the hidden curriculum on the development of character among Secondary School Students in district Mardan.

Data Collection Tool

A Likert scale questionnaire consisting of five response options was utilised in the present study. According to Cohen, Manion, and Morrison (2007), a meticulously planned and structured questionnaire relies on the use of closed-ended questions. These closed-ended questions are convenient and readily understandable. These tools are consistently efficient in terms of time management. The response provided is characterised by clarity and coherence in addressing the given questions or remarks.

The researcher conducted a comprehensive examination of existing research articles through a literature review and consultation with established research scholars. This was done to identify the primary factors of the hidden curriculum and its influence on the formation of students' character. A Likert scale questionnaire consisting of five items was conceived and produced to collect data from the specified population. The initial version of the questionnaire was submitted to a panel of specialists for the purpose of review and analysis. The survey instrument consisted of a set of 18 items. The design of the checklist was intended to serve as a tool for organising and tracking tasks. The checklist consisted of a total of five options. In accordance with the given prompt, the user has provided the response "(i). Strongly Agreed (SA) (ii). Agreed (A), (iii). Strongly Disagreed (SDA), (iv). Disagree (DA) and (v) Undecided (UD). The questionnaire administered to both heads of institutions and teachers was identical. Following the completion of the review process, the suggested modifications have been duly integrated. A pilot study was conducted to assess the validity of the statements and their alignment with the research study's objectives. The study was undertaken in order to identify any weaknesses and assess the level of difficulty associated with the items. The researcher opted to include individuals who have extensive experience in research, as well as individuals in leadership positions such as principals and teachers, for the purpose of conducting the pilot testing. The questionnaires were administered by the researcher in person in order to assess and evaluate the reliability and validity of the instrument. The reliability of the instrument was assessed using Cronbach's Alpha test. The obtained Cronbach's Alpha coefficient of .832 was determined. The questionnaire was revised based on the input received, taking into consideration the computed value of Cronbach's Alpha. The researcher administered the pre-validated questionnaire to the participants in order to gather data for the study. The sample consisted of 44 heads/principals and 220 SST teachers from government secondary schools for males in the Mardan district of Khyber Pakhtunkhwa, Pakistan.

Population

The population used for this research study consisted of all 88 Boys Secondary Schools in district Mardan, encompassing 88 Heads and 843 secondary school teachers in the Khyber Pakhtunkhwa region of Pakistan who are responsible for teaching secondary classes (EMIS, 2014)

Table1: Population of the study

SECTOR	No. of Schools(Boys)	Heads/SST teachers
GOVERNMENT	88	88 + 844

Sample of the Study

Gay (2000) asserted that if the population is greater than a certain point (N=5000), then a 400 sample size will be sufficient. District Mardan of Khyber Pakhtunkhwa was selected randomly as a sample out of these 25 districts of Khyber Pukhtunkhwa. The simple random sampling technique was applied for the selection of Participants out of 466 Participants. Male secondary schools were 44 in number which were selected randomly for proper representation of population. 5 x SST teachers and 1 x Head were selected as Participants from each school.

Table2: Sample from District Mardan of Khyber Pakhtunkhwa

Heads/Teachers

District	Noof institutions	Heads Teachers	
		Heads	Teachers
Mardan	44	44	220
G.Total			264

Analysis of Data

The researcher collected the information from school leaders, principals, and teachers using a five-point scale. According to Ary, Jacobs, and Sorensen (2010), non-parametric tests are employed when data are categorised into nominal or ordinal variables. The chi-square test of significance is commonly employed in situations when the data being analysed is categorical or nominal in nature. This method is employed to make comparisons between observed frequencies and predicted frequencies. The utilisation of the Chi-square test was employed by the researcher in this particular study for the purpose of data analysis. The analysis of data was conducted using SPSS (Statistical Package for Social Sciences) version 21.

Supporting and Rejecting the Statements

The statement was supported when the chi-square value above the critical value of 9.488 at 0.05 level of significance, with degrees of freedom equal to 4. When the observed value was smaller than the critical value, it indicated that the hypothesis being tested was not supported.

Interpretation upon Data Analysis

Responses from the Heads

Table1: The hidden curriculum fosters the formation of students' attitudes.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	20	21	0	2	1			
Heads						4	32.99	.000
% age	45.4	47.7	0	4.5	2.2			

Level of significance = 0.05

Statistical Value = 9.488

Based on the information shown in Table 1, the X² value that was calculated is 32.909. This value is higher than the critical value associated with 0.05 level of significance. Therefore, the assertion that the hidden curriculum fosters pupils' attitudes was substantiated.

Table 2: The Hidden Curriculum serves to augment the moral and ethical values instilled in students.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	12	30	0	2	0			
Heads						4	27.45	.000
% age	27.2	68.1	0	4.5	0			

Level of significance = 0.05

Statistical Value = 9.488

According to the findings presented in Table 2, it was seen that the computed X² value of 27.455 exceeded the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that "the hidden curriculum enhances the values in students" was substantiated.

Table 3: The Hidden Curriculum serves to foster the development of moral behaviour among pupils.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	21	19	2	1	1			
Heads						4	47.81	.000
% age	47.7	43.1	4.5	2.2	2.2			

Level of significance = 0.05

Statistical Value = 9.48

According to the findings presented in Table 3, the computed X² value of 47.818 was determined to be higher than the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that "the hidden curriculum fosters moral behaviour among students" was substantiated.

Table 4: The hidden curriculum serves to enhance students' social skills.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	15	23	5	0	1			
Heads						4	26.90	.000
% age	34.0	52.2	11.3	0	2.2			

Level of significance = 0.05

Statistical Value = 9.488

According to the data shown in Table 4, it can be observed that the computed X² value of 26.909 exceeds the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that "the hidden curriculum enhances students' social skills" was substantiated.

Table 5: The presence of a hidden curriculum fosters the development of integrity among students

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	12	27	1	2	2			
Heads						4	56.22	.000
% age	27.2	52.2	61.3	2.2	4.5			

Level of significance = 0.05

Statistical Value = 9.488

According to the data presented in Table 5, it was seen that the computed X² value of 56.227 exceeded the critical value of 9.488 at 0.05 level of significance. Therefore, the assertion that the "Hidden curriculum enhances the development of integrity among students" was substantiated.

Table 6: The Hidden Curriculum instils in students the value of respecting others.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	24	16	2	1	1			
Heads						4	51.22	.000
% age	54.5	36.3	4.5	2.2	2.2			

Level of significance=0.05 Statistical Value = 9.488

According to the findings presented in Table 6, the computed X² value of 51.227 was observed to exceed the critical Statistical Value of 9.488 at 0.05 level of significance. The aforementioned statement, "The Hidden Curriculum fosters the development of respect for others in students," was substantiated.

Table 7: The Hidden Curriculum serves to enhance students' capacity for empathy and compassion towards others.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	17	25	1	1	0			
Heads						4	39.27	.000
% age	38.6	56.8	2.2	2.2	0			

Level of significance =0.05 Statistical Value = 9.488

According to the data shown in Table 7, it was seen that the computed X² value of 39.273 exceeded the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that the Hidden Curriculum enhances pupils' capacity for empathy and concern for others was substantiated.

Table 8: The hidden curriculum has a significant role in facilitating the peaceful resolution of conflicts among pupils

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	8	19	2	14	1			
Heads						4	39.27	.000
% age	18.1	43.1	4.5	31.8	2.2			

Level of significance=0.05 Statistical Value=9.488

According to the data shown in Table 8, it was seen that the calculated X² value of 27.136 exceeded the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that "the Hidden Curriculum contributes to the peaceful resolution of conflicts among students" was substantiated.

Table 9: The Hidden Curriculum plays a crucial role in facilitating the successful adaptation of pupils within the educational environment.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	18	20	0	5	1			
Heads						4	24.18	.000
% age	8.7	9.7	0	2.4	2.2			

Level of significance =0.05 Statistical Value=9.488

According to the data shown in Table 9, it can be observed that the computed X² value of 24.182 exceeds the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that the "Hidden Curriculum facilitates the successful adaptation of students within the educational institution" was substantiated.

Table 10: The hidden curriculum fosters the development of punctuality among students.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	22	20	1	9	1			
Heads						4	36.54	.000
% age	50	45.4	2.2	20.4	2.2			

Level of significance =0.05 Statistical Value=9.488

According to the data presented in Table 10, it can be observed that the computed X² value of 36.545 exceeds the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that "the hidden curriculum fosters the development of punctuality in students" was substantiated.

Table 11: The hidden curriculum facilitates the cultivation of students' personalities inside the educational setting.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	23	19	0	1	1			
Heads						4	37.09	.000
% age	52.2	43.1	0	2.2	2.2			

Level of significance =0.05 Statistical Value=9.488

According to the data shown in Table 11, it was seen that the computed X2 value of 37.091 exceeded the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that "the hidden curriculum facilitates the development of students' personalities in educational institutions" was substantiated.

Table 12: The concept of the Hidden Curriculum serves as a catalyst for fostering an interactive process among pupils.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	17	24	0	2	1			
Heads						4	35.09	.000
% age	38.6	54.5	0	4.5	2.2			

Level of significance =0.05 Statistical Value = 9.488

According to the data shown in Table 12, it was seen that the computed X2 value of 35.091 exceeded the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that the "Hidden curriculum fosters an interactive process among students" was substantiated.

Table 13: The Hidden Curriculum fosters a sense of patriotism among students

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	14	25	1	3	1			
Heads						4	50.545	.000
% age	31.8	56.8	2.2	6.8	2.2			

Level of significance =0.05 Statistical Value = 9.488

According to the data presented in Table 13, the computed X2 value of 50.545 was observed to exceed the critical Statistical Value of 9.488 at 0.05 level of significance. The aforementioned remark, "The hidden curriculum fosters a sense of patriotism among students," received validation.

Table 14: The Hidden Curriculum fosters the cultivation of discipline among students.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	22	18	2	1	1			
Heads						4	48.500	.000
% age	50	49.9	4.5	2.2	2.2			

Level of significance =0.05 Statistical Value = 9.488

According to the data shown in Table 14, it can be observed that the computed X2 value of 48.500 surpasses the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that the "Hidden Curriculum fosters discipline among students" was substantiated.

Table 15: The concept of the Hidden Curriculum serves to build and reinforce social norms throughout the student population.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	15	23	2	3	1			
Heads						4	43.273	.000
% age	34.0	52.2	4.5	6.8	2.2			

Level of significance = 0.05 Statistical Value = 9.488

According to the data shown in Table 15, it can be observed that the computed X2 value of 43.273 exceeds the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that "the hidden curriculum establishes social norms among students" was substantiated.

Table 16: The Hidden Curriculum facilitates the transmission of societal norms and values among students.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	17	25	2	0	0			
Heads						4	18.591	.000
% age	38.6	56.8	4.5	0	0			

Level of significance = 0.05 Statistical Value = 9.488

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According to the data presented in Table 16, the computed X2 value of 18.591 was observed to exceed the critical Statistical Value of 9.488 at 0.05 level of significance. The aforementioned statement, "The hidden curriculum facilitates the transmission of societal norms and values among students," was substantiated.

Table 17: The hidden curriculum serves to foster cooperation among students.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	18	21	2	1	2			
Heads						4	43.955	.000
% age	40.9	47.2	4.5	2.2	4.5			

Level of significance = 0.05 Statistical Value = 9.488

According to the data shown in Table 17, it was seen that the computed X2 value of 43.955 exceeded the critical Statistical Value of 9.488 at 0.05 level of significance. Therefore, the assertion that the hidden curriculum promotes cooperation among pupils was substantiated.

Table 18: The utilisation of hidden curriculum practises facilitates the development of both intrinsic and extrinsic motivation in pupils, hence enhancing their ability to achieve academic goals.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	3	19	3	8	11			
Heads						4	20.091	.000
% age	6.8	43.1	6.8	18.1	25			

Level of significance = 0.05 Statistical Value = 9.488

According to the data presented in Table 18, the computed X2 value of 20.091 was observed to exceed the critical Statistical Value of 9.488 at 0.05 level of significance. The aforementioned statement, "Hidden Curriculum practises Intrinsic & Extrinsic motivation for the attainment of goals among students," was found to be supported.

SSTs' Responses

Table 1: The hidden curriculum fosters the formation of students' attitudes.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	109	77	0	11	8			
SSTs						4	146.122	.000
% age	53.1	37.5	0	5.3	3.9			

Level of significance = 0.05 Statistical Value = 9.488

Table 1 demonstrates that the computed X2 value of 146.122 exceeded the critical Statistical Value of 9.488 at 0.05 level of significance. Consequently, the assertion that the hidden curriculum fosters pupils' attitudes was approved.

Table 2: The Hidden Curriculum serves to augment the moral and ethical values instilled in students.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	63	127	1	12	2			
SSTs						4	288.829	.000
% age	30.7	61.9	0.4	5.8	0.9			

Level of significance = 0.05 Statistical Value = 9.488

Table 2 presents the finding that the computed X2 value of 288.829 exceeded the critical Statistical Value of 9.488 at the 0.05 significance level. Consequently, the assertion that "the hidden curriculum enhances students' values" was deemed acceptable.

Table 3: The Hidden Curriculum serves to foster the development of moral behaviour among pupils.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	115	82	2	6	0			
SSTs						4	185.029	.000
% age	56.0	40	0.9	2.9	0			

Level of significance = 0.05 Statistical Value = 9.488

Table 3 provides further details indicating that the computed X2 value of 185.029 was determined to be greater than the critical Statistical Value of 9.488 at 0.05 level of significance. Consequently, the assertion that "the hidden curriculum fosters the development of moral behaviour among students" was approved.

Table 4: The hidden curriculum serves to enhance students' social skills.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	98	85	3	17	2			
SSTs						4	212.829	.000
% age	47.8	41.4	1.4	8.2	0.9			

Level of significance = 0.05 Statistical Value = 9.488

Table 4 provides further details indicating that the computed X2 value of 212.829 exceeded the critical value of 9.488 at the 0.05 significance level. Consequently, the assertion that the hidden curriculum enhances pupils' social abilities was approved.

Table 5: The presence of a hidden curriculum fosters the development of students' integrity.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	76	106	0	8	15			
SSTs						4	132.580	.000
% age	37.0	51.7	0	3.9	7.3			

Level of significance = 0.05 Statistical Value = 9.488

Table 5 provides further details regarding the X2 value, which was computed to be 132.580. This number was observed to be greater than the critical Statistical Value of 9.488 at 0.05 level of significance. As a result, the assertion that the "Hidden curriculum enhances the students' integrity was approved.

Table 6: The Hidden Curriculum instils in students the value of respecting others.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	111	86	2	4	2			
SSTs						4	276.488	.000
% age	54.1	41.9	0.9	1.9	0.9			

Level of significance = 0.05 Statistical Value = 9.488

Table 6 provides further details indicating that the computed X2 value of 276.488 was determined to be greater than the critical Statistical Value of 9.488 at 0.05 level of significance. Consequently, the assertion that "the hidden curriculum instils respect for others in students" was approved.

Table 7: The Hidden Curriculum serves to enhance students' capacity for empathy and compassion towards others.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	77	124	1	3	0			
SSTs						4	210.902	.000
% age	37.5	60.4	0.4	1.4	0			

Level of significance = 0.05 Statistical Value = 9.488

According to Table 7, it can be observed that the estimated X2 value of 210.902 exceeds the critical Statistical Value of 9.488 at 0.05 level of significance. Consequently, the assertion that the hidden curriculum enhances pupils' capacity for empathy and concern towards others was approved.

Table 8: The hidden curriculum has a significant role in facilitating the peaceful resolution of conflicts among pupils

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	43	61	2	72	27			
SSTs						4	75.171	.000
% age	20.9	29.7	0.9	35.1	13.1			

Level of significance = 0.05 Statistical Value = 9.488

Table 8 provides detailed information indicating that the computed X2 value of 75.171 was determined to be higher than the critical Statistical Value of 9.488 at 0.05 level of significance. Consequently, the assertion that "the hidden curriculum contributes to the peaceful resolution of conflicts among students" was approved.

Table 9: The Hidden Curriculum plays a crucial role in facilitating the successful adaptation of pupils within the educational environment.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
Score	81	108	3	9	4			
SSTs						4	242.098	.000
% age	39.5	52.6	1.4	4.3	1.9			

Level of significance = 0.05

Statistical Value = 9.488

Table 9 provides further details indicating that the computed X2 value of 242.098 exceeded the critical Statistical Value of 9.488 at 0.05 level of significance. Hence, the assertion that "The hidden curriculum facilitates the successful adaptation of students within the educational institution" was approved.

Table 10: The hidden curriculum fosters the development of punctuality among students.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	115	85	1	3	1			
SSTs						4	294.049	.000
% age	56.0	41.4	0.4	1.4	0.4			

Level of significance = 0.05

Statistical Value = 9.488

Table 10 provides further details regarding the X2 value, which was computed to be 294.049. It was seen that this calculated value above the critical Statistical Value of 9.488 at 0.05 level of significance. Consequently, the assertion that "the hidden curriculum instils punctuality in students" was deemed acceptable.

Table 11: The hidden curriculum facilitates the cultivation of students' personalities inside the educational setting.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	102	93	2	4	4			
SSTs						4	260.585	.000
% age	49.7	45.3	0.9	1.9	1.9			

Level of significance = 0.05

Statistical Value = 9.488

Table 11 provides further details indicating that the computed X2 value of 260.585 was determined to be higher than the critical Statistical Value of 9.488 at 0.05 level of significance. Consequently, the assertion that "The hidden curriculum facilitates the development of students' personality within the educational institution" was approved.

Table 12: The concept of the Hidden Curriculum serves as a catalyst for fostering an interactive process among pupils.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	94	92	2	15	2			
SSTs						4	222.634	.000
% age	45.8	44.8	0.9	7.3	0.9			

Level of significance = 0.05

Statistical Value = 9.488

Table 12 provides further details indicating that the computed X2 value of 222.634 was observed to exceed the critical Statistical Value of 9.488 at 0.05 level of significance. Consequently, the assertion that the "Hidden curriculum fosters an interactive process among students" was approved.

Table 13: The Hidden Curriculum fosters a sense of patriotism among students

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	76	104	2	17	6			
SSTs						4	207.707	.000
% age	37.0	50.7	0.9	8.2	2.9			

Level of significance = 0.05

Statistical Value = 9.488

The table provides information indicating that the estimated X2 value of 207.707 exceeded the critical value of 9.488 at 0.05 level of significance. As a result, the assertion that "The hidden curriculum fosters a sense of patriotism among students" was approved.

Table 14: The Hidden Curriculum fosters the cultivation of discipline among students.

Participants	SA	A	SDA	DA	UD	DF	X ²	PValue
Score	96	107	0	2	0			
SSTs						4	97.473	.000
% age	46.8	52.1	0	0.9	0			

Level of significance = 0.05

Statistical Value = 9.488

According to Table 14, it was determined that the estimated X2 value of 97.473 exceeded the critical Statistical Value of 9.488 at 0.05 level of significance. Consequently, the assertion that the "Hidden curriculum fosters discipline among students" was approved.

Table 15: The concept of the Hidden Curriculum serves to build and reinforce social norms throughout the student population.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
SSTs								
Score	80	105	2	8	10			
% age	39.0	51.2	0.9	3.9	4.8	4	224.098	.000

Level of significance = 0.05 Statistical Value = 9.488

According to Table 15, it is evident that the computed X2 value of 224.098 exceeds the critical Statistical Value of 9.488 at 0.05 level of significance. Consequently, the assertion that "the hidden curriculum serves to establish social norms among students" was approved.

Table 16: The Hidden Curriculum facilitates the transmission of societal norms and values among students.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
SSTs								
Score	92	101	2	5	5			
% age	44.8	49.2	0.9	2.4	2.4	4	251.561	.000

Level of significance = 0.05 Statistical Value = 9.488

According to Table 16, the X2 value estimated was determined to be 251.561, which above the critical value of 9.488 at 0.05 level of significance. Hence, the statement that Hidden Curriculum nurture the adoption of social views among pupils was approved.

Table 17: The hidden curriculum serves to foster cooperation among students.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
SSTs								
Score	84	114	3	4	0			
% age	40.9	55.6	1.4	1.9	0	4	186.746	.000

Level of significance = 0.05 Statistical value = 9.488

Table 17 provides further details indicating that the computed X2 value of 186.746 was determined to exceed the critical Statistical Value of 9.488 at 0.05 level of significance. Hence, the assertion that the "Hidden curriculum promotes collaboration among students" was approved.

Table 18: The utilisation of hidden curriculum practises facilitates the development of both intrinsic and extrinsic motivation in pupils, hence enhancing their ability to achieve academic goals.

Participants	SA	A	SDA	DA	UD	DF	χ^2	PValue
SSTs								
Score	30	107	2	29	37			
% age	14.6	52.1	0.97	14.1	18.0	4	150.195	.000

Level of significance = 0.05 Statistical Value = 9.488

According to Table 18, it can be observed that the computed X2 value of 150.195 exceeds the critical Statistical Value of 9.488 at 0.05 level of significance. Hence, the assertion that "Hidden Curriculum practises Intrinsic & Extrinsic motivation for the attainment of goals among students" was deemed acceptable.

Findings, Conclusion and Recommendations

The main findings derived from the analysis and interpretations have been summarised and organised below.

Findings

- i. The majority of the participants, including school heads and secondary school teachers, expressed agreement with the computed values of 146.122 and 32.909, indicating that the hidden curriculum has a significant impact on students' attitudes (see Table 4.1).
- ii. The Participants' overall comments about the improvement of values among secondary school students were found to be statistically significant, with computed values of 288.829 and 27.455 in a collective manner. The computed values exceeded the tabulated value of 9.488. Table 4.2 presents the relevant data.
- iii. The participants presented a higher value of 185.029 and 47.818 (Table 4.3), which exceeded the critical limit of 9.488. The perspective was widely acknowledged.
- iv. The Participants' maximum replies on the role of skills development were analysed, resulting in calculated values of 212.829 and 26.909. These values were compared to the Statistical

- Value of 9.488, as shown in Table 4.4.
- v. The findings indicate that a significant number of participants acknowledged the importance of the hidden curriculum in fostering the development of integrity. The estimated values of 122.580 and 56.227 (Table 4.5) support this majority reaction.
 - vi. A significant statistical difference was found between the computed values of 276.488 and 51.257 in relation to the impact of the hidden curriculum on the cultivation of respect among pupils, when compared to the Statistical Value of 9.488 (Table 4.6).
 - vii. A significant statistical difference was found in the sense of caring among students as a result of the successful implementation of the hidden curriculum. The computed values for this difference were 210.902 and 39.273, as shown in Table 4.7.
 - viii. A significant statistical difference was noticed in the sense of caring among students as a result of the successful implementation of the hidden curriculum. The computed values for this difference were 210.902 and 39.273, as shown in Table 4.7.
 - ix. A small but statistically significant discrepancy was seen between the estimated value of 75.171 and 27.136, when compared to the Statistical Value of 9.488. The findings of the study indicated that the hidden curriculum had a limited impact on the resolution of social conflicts, as evidenced by the data presented in Table 4.8.
 - x. A significant statistical difference was found between the computed values of 242.098 and 24.182, compared to the Statistical Value of 9.488. This finding provides support for the influence of the hidden curriculum on the positive adaptation of secondary-level pupils, as indicated in Table 4.9.
 - xi. A notable disparity was seen between the calculated values of 294.049 and 36.545, providing evidence for the influential impact of the hidden curriculum on the cultivation of timeliness among pupils (see Table 4.10).
 - xii. A significant disparity between the computed values of 260.585 and 37.091 was noted in comparison to the Statistical Value of 9.488, pertaining to the influential impact of the hidden curriculum on the development of one's personality, as presented in Table 4.11.
 - xiii. There was a notable disparity between the computed values of 222.634 and 35.091, as compared to the Statistical Value of 9.488, in relation to the impact of the hidden curriculum on the development of students' interaction skills (refer to table 4.12).
 - xiv. A notable disparity was observed between the computed values of 207.707 and 50.545 in relation to the prominent influence of the hidden curriculum in fostering a sense of patriotism among pupils (Table 4.13).
 - xv. A discrepancy of 97.473 and 48.500 was seen in the computed values pertaining to the influence of the hidden curriculum on students' disciplinary development (Table 4.14).
 - xvi. A notable disparity was noted between the computed values of 224.098 and 43.273, in comparison to the Statistical Value of 9.488. This finding provides support for the influential function of the hidden curriculum in shaping social norms among pupils, as indicated in Table 4.15.
 - xvii. A notable disparity was seen between the calculated values of 251.561 and 18.591, and the Statistical Value of 9.488, which substantiates the acknowledgment of the hidden curriculum's influence on students' adoption of social ideas (refer to Table 4.16).
 - xviii. A significant disparity was observed in the measured values of 186.746 and 43.955 compared to the reference value of 9.488, indicating a notable variation in the promotion of student collaboration while employing a hidden curriculum (Table 4.17).
 - xix. A slight disparity was seen between the computed values of 150.195 and 20.091, in comparison to the Statistical Value of 9.488, in relation to the influence of the hidden curriculum on motivation (refer to Table 4.18).

Conclusions

Based on the data analysis, interpretations, and discussion, the following factual and pragmatic conclusions were derived.

- i. The research study's findings indicate that the hidden curriculum has a significant role in fostering the holistic development of students' character. Character is a multifaceted phenomena that encompasses various elements, such as social, moral, and behavioural aspects.

- ii. The majority of the participants, specifically the heads and SST teachers, affirmed that the hidden curriculum plays a crucial role in cultivating students' attitudes and values, which are fundamental components of their social character.
- iii. There were observations made on reported deficiencies in the successful implementation of the hidden curriculum as a means of addressing social conflicts.
- iv. From the standpoint of participants, the hidden curriculum serves as a valuable mechanism for fostering the development of social competencies, including leadership, self-assurance, public speaking, and problem-solving abilities among pupils.
- v. Based on the collected data, it was determined that the hidden curriculum demonstrated efficacy in fostering the cultivation of timeliness and a compassionate disposition among pupils.
- vi. The majority of Participants expressed the belief that the hidden curriculum is a valuable means of enhancing students' interacting skills.
- vii. The participants felt that the hidden curriculum played a role in fostering a sense of patriotism.

Recommendations

Education can be defined as a systematic process aimed at facilitating intentional transformations in the personal attributes and qualities of those engaged in learning. These objectives are pursued through employing an efficient curriculum, encompassing both formal and informal components, as well as the hidden curriculum. The manifestation of one's character is evident through the embodiment of morals, beliefs, values, ideologies, cultural elements, and the resolution of social disputes. In consideration of the research findings, the subsequent recommendations were put forth.

- i. The research revealed that education possesses significant transformative potential within society. It has been suggested that the curriculum should be designed to augment the attitudes, values, cultural norms, and patriotic sentiments of pupils in order to effectively address the difficulties posed by the 21st century.
- ii. The necessity to rationalise and demonstrate a commitment to character development in the secondary level curriculum was suggested.
- iii. It has been suggested that a curriculum centred around activity-based learning, specifically role-play, be developed in order to foster and cultivate the character of secondary level pupils.
- iv. The research discovered that compulsory training on the subject of hidden curriculum and its implementation is necessary for secondary school administrators and educators.
- v. The research findings suggest that it is important to implement the hidden curriculum in schools and classrooms in order to effectively shape the desired character traits of students.
- vi. Activities associated with the hidden curriculum ought to be incorporated inside professional degrees such as CT, PTC, B.Ed, and M.Ed.
- vii. It is recommended that workshops and seminars be organised to emphasise the significance of hidden curriculum within the realm of education.

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