The Influence of a Program Based on Hidden Curriculum on the Concept of Citizenship for Students in Al Majmaah University

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ABSTRACT

One basic goal of all educational systems should be to prepare students to be effective members of a society. For these reasons, it is imperative that school districts and educators across the nation look at developing, implementing, and teaching students the curriculum with basic hidden curriculum traits. This research explores the influence of the concept of hidden curriculums on citizenship values in classrooms. Specifically, the data comes from one educational psychology learner classroom containing 24 students from Al Majmaah University. This article collected three types of data, including pre and post-surveys, a daily observational Tally Sheet, and student interviews. The results indicate that hidden curriculum affected on the concept of citizenship for students. This supported the belief that the concept of hidden curriculum should be developed, implemented, and taught in university districts. As a result, this article recommends colleges seriously consider implementing a program based on the concept hidden curriculum.

KEYWORDS
Citizenship, Educational Psychology, Hidden Curriculum, Program

1. INTRODUCTION

Schools as the educational institution, which contains age group from pre-school to 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

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and emotional properties, special educational programs should be prepared for them. Experts and specialists of curriculum studies, such as Valence, Gorner and Knowlton 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, 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 (Hashemi, 2012).

Understanding the influential factors at work within learning environment in the school or the classroom is a growing area of interest. Hidden expectations, skill sets, knowledge, and social process can help or hinder student achievement and belief systems. A hidden curriculum refers to the unspoken or implicit values, behaviors, procedures, and norms that exist in the educational setting. While such expectations are not explicitly written, hidden curriculum is the unstated promotion and enforcement of certain behavioral patterns, professional standards, and social beliefs while navigating a learning environment (Alsubaie, 2015). This argumentative study is investigated how hidden curriculum issue transpired in learning environments of institutional and organization systems. Therefore, this paper will focus on the scholarly literature to show the hidden curriculum as the one of the problems, which most common in the curriculum. Also, it will show what the products of hidden curriculum are not always negative, effects can produce positive results.

2. LITERATURE REVIEW

2.1. Concept of Hidden Curriculum

There are several studies that addressed the issues of curricula, especially hidden curriculum with its results. One of them reported that the concept of a hidden curriculum refers to the unspoken or implicit values, behaviors, and norms that exist in the educational setting. So, it is a significant matter to define the hidden curriculum. For example (Dickerson, 2007) noted that the hidden curriculum consists of those things pupils learn through the experience of attending school rather than the stated educational objectives of such institutions.

There are two levels to the hidden curriculum—the structure and the content. In the classroom there are the values inherent in the seating arrangements of the students and the location of the teacher’s desk which is usually in the front with all students facing the teacher and not each other. Before one sits down in the classroom it is apparent from the physical structure that there is an authority figure who sits at the bigger desk in the front. We also know that the interaction will take place between
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