



Level of Awareness on Hidden Curriculum among First Year Students in A Philippine State University

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ABSTRACT

This study was conducted to determine the level of awareness on hidden curriculum among the selected first year college students in a Philippine State University. Findings showed that as to the profile of the respondents, in terms of age, there are 180 or 90% who are 17-21 years of age, 14 or 7% who are 22-26 years old and six or 3% who are 30-47 years old. As to sex, there are 92 or 46% male and 108 or 54% female. As to the level of awareness on hidden curriculum among the 1st year students, the over-all response of the respondents toward the relationship of the teachers with the students is agree (3.89). As to relation among the teachers and among staff, among students and students with staff, the over-all response is agree (4.04). As to relation to quality of teaching in terms of hidden curriculum in the college, the over-all response is agree (4.01). In terms of relation to perceptions of the students' regarding teachers as role model, the over-all response is agree (4.25). In terms of sex, the significant value .085 is greater than 0.05, hence, there is no significant difference between sex and hidden curriculum. In terms of age, the significant value 0.120 is higher than 0.01 and 0.05 level of significance, thus, there is no significant difference on the perception of the respondents toward hidden curriculum in terms of age bracket. The following conclusion are advanced; the results of the study shows that students AGREE on the indicators included in the statements such as the relationship of the teachers with the students, relationship among the teachers and among staffs, among students and students with staff, quality of teaching in terms of hidden curriculum in the college, and perceptions of the students regarding teachers as a role model. Consequently, this shows that the students show a positive perception on the hidden curriculum through their interaction with their teachers' fellow students, and staff of their respective colleges. The respondent's sex and age does not contribute to their perception on the hidden curriculum at the university.

Keywords: first year students, hidden curriculum, Philippine State University

1. INTRODUCTION

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child. - Carl Jung

Universities serve the basic purpose of transmitting knowledge to students to give them the information and skills they need to succeed in life. These functions are constantly evolving in order to match the current needs of society. Universities have both intended and unintended influences on what students learn. These intentions could be classified in the different types of curriculum. In the higher education, the formal curriculum is laid out in the course and module documentation, typically designed by course teams and quality assured through a rigorous internal system, usually with input from one or more external specialists. However, this shifts of the higher education towards the logic of efficiency, standardization was seen by various researchers as transforming learners into human capitals. Moreover, the curricula were understood as a value-neutral delivery of

systems for a fixed set of testable knowledge, performable skills and competencies assessed through learning objectives with a view to tailoring higher education to the demands of the labor market (Zajda and Rust, 2016).

Although this does not mean that learning outcomes always have the intended effect or exclude the possibility that other outcomes may result from a course of teaching those specified in them, the assumption is that it is possible to transmit to a learner a pre-defined set of competencies and standardize the ways that largely ignore the teacher student relationship. Education, thereby becomes a matter of technical transmission of knowledge with students as trainees making it impossible to define curricular outcomes. Aside from the influences of the curricula, schools are responsible for individuals', social and emotional development.

Today, it is considered that the social development of students are as important as cognitive development and proving social development they give importance to a second curriculum, including social and cultural features of school, rather than formal curriculum. Except from the curriculum which is written at school, this curriculum is referred to as a second curriculum and referred to names

such as “the hidden curriculum”, “secret curriculum”, “stored curriculum “ or “non-written curriculum “, but it does not provide a clear and distinctive elements of the official curriculum for students, such as feelings, values, attitudes and habits of the official curriculum of the correct knowledge is stated to be more effective (Yüksel, 2004).

Hidden curriculum is one of the controversial yet implicit curriculum issues. In the study of Oron and Blasco (2018), the so-called ‘hidden curriculum’ (HC) is often presented as a counterproductive element in education, and many scholars argue that it should be eliminated, by being made explicit, in education in general and specifically in higher education (HE). Thus, awareness of hidden curricular issues becomes a consideration which has negative and positive influences.

In this study, the concept of hidden curriculum is mobilized as 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 (Miller & Seller, 1990).

The hidden curriculum, by its very nature, gets no such consistent, direct scrutiny. Yet the messages it carries are powerful, and indeed power-laden. The hidden curriculum, for example, carries messages about our institutional and disciplinary values, and about what and who is valued (Leask, 2009); it is ‘acknowledged as the socialization process of schooling’ (Kentli, 2009, p. 83). In our universities, such (hidden) socialization is likely to be operationalized through a privileging of the perspectives and/or behavioural norms of majority-student and majority-academic groups. The very terminology we use to categorise students contributes to the negative impact of the hidden curriculum on ‘non-majority’ groups:

“It is important that higher education grapples with ways in which to address the very real challenges faced by students from academically diverse backgrounds. Describing ‘disadvantage’ primarily in terms of poverty or socioeconomic status gives an under-nuanced perspective. Employing a deficit mindset to frame student difficulties acts to perpetuate stereotypes, alienate students from higher education and disregards the role of higher education in the barriers to student success. In the process, universities serve to replicate the education as stratification of societies.” (Smit, 2012, p. 378).

Moreover, with the shifting of the curriculum in the universities and the implementation of the K-12, it made an impact to the tertiary institutions. Various students had brought an implosion of enrollees coming from varied demographics. Most importantly, first year students were composed of varied ages, gender orientations, and cultural

backgrounds. However, aside from choosing their colleges and gaining pertinent knowledge, it is similar to various colleges to graduate with one imprint, the values that an RSU student should possess and carry out in their career endeavors. Thus, in Romblon State University, within the context of its vision and mission, commits itself to the values of "sincerity" that upholds with dedication and commitment the performance of responsibilities of its faculty and staff in pursuing its mission as higher learning institution; "nobility" in which faculty and staff performs their responsibilities with the highest decency and dignity guided by the vision and mission of the institution; and "integrity" that RSU maintains the highest standard of morality among its faculty and staff in the performance or their duties and responsibilities. These were the values that the institution is trying to inculcate to each student.

To ensure the transmission of core values, it is also imperative to identify the different elements that impacts on shaping the hidden curriculum. This includes the teachers, students, society, knowledge, and awareness. Specifically, hidden curriculum could be revealed through the observation of students based on the relationship between faculty members and students; attitude and behavior of faculty members; relations between individual student and staff together - within universities and higher education numerous formal or informal human relationships is formed and each have their own educational work. One of these relationships is relationship of staff and faculty members with students. Some studies have addressed the importance of the hidden curriculum and its emphasis to the association within professionalism.

These observations play an important role in the formation on attitude. Cornbleth (1984) found that because the hidden curriculum send message through school's staff, especially teachers, so curricula maker, superintendents, and administrator of school should provide teachers with more explanations on the concept of the hidden curriculum.

As a result, teachers would effectively deal and work with curriculum in the same line and also teachers can play an important role in the development of the education practices for them and their students through the hidden curriculum.

To conclude, this study was conducted to uncover the level of awareness of the hidden curriculum in a Philippine state university. This branding of "Tatak RSU" is relevant as it will serve as an imprint of the institution as they go along their future professions.

Statement of the Problem

The aim of this research was to investigate the level of awareness of the first-year students on the hidden curriculum in a Philippine State University.

Specifically, this study aimed to answer the following:

1. What is the profile of the respondents as to:

- a. age
 - b. sex
2. What is the level of awareness on hidden curriculum among the 1st year students at RSU as to:
- a. relationship of the teachers with the students;
 - b. relationship among the teachers and among the staffs, among students and students with staff;
 - c. quality of teaching in terms of hidden curriculum in the university; and
 - d. perceptions of the students' regarding teachers as a role model?
3. Is there a significant difference in terms of the level of awareness in hidden curriculum as to:
- a. age
 - b. sex

II. METHODS

Research Design

This study utilized a quantitative research design. This design determines the relationship between an independent and dependent variable. Moreover, this design was appropriate because this study aimed on discovering how many people think, act or feel in a specific way. This enabled the researcher to collect relevant data, work effectively, and have a deeper understanding the level of awareness on hidden curriculum among the selected first year college students in a Philippine State University.

Furthermore, the survey method was used by the researcher for this study. This method is the most appropriate since this study deals with recording and tabulating data to come up with factual results. A Survey was administered on the level of awareness on hidden curriculum among the selected first year college student of Romblon State University, Main Campus. Surveys were used

Research Sampling/Locale/Respondents

Quota sampling method was employed in this study wherein the researcher gathered a population of 40 first year students for select colleges at Romblon State University in Odiongan, Romblon, Philippines. The population for the study consisted of 200 1st year students from the select colleges of Romblon State University. The population of the study is composed of 14.85% of the total samples of the study.

Instrument

The Dundee Ready Education Environment Measure (DREEM) (Roff et al., 1997) was used as the main research instrument. It has been validated and

utilized in assessing the educational environments in more than 20 countries, including a Sri Lankan medical school (Jiffry et al., 2005). It is composed of two (2) parts: the personal information; and the questionnaire containing four (4) major statements relative to the hidden curriculum.

Data Analysis

The responses that were given by the respondents were included, processed, and analyzed using the Statistical Package for Social Sciences (SPSS). The following statistical measures were used in analyzing the data.

Mean was used in determining the average scores that were given by the respondents and its indicators using the survey questionnaire.

Analysis of Variance was used for determining the significant difference between study variables.

III. RESULTS AND DISCUSSION

This section presents the discussion of results and findings of the study.

1. As to the profile of the respondents by colleges, in terms of age, there are 180 or 90% who are 17-21 years of age; 14 or 7% 22-26 years old; and six or 3% who are 30-47 years old. As to sex, there are 92 or 46% males and 108 or 54% female.

2. As to the level of awareness on hidden curriculum among the 1st year college students at RSU, the over-all response of the respondents toward the relationship of the teachers with the students is agree (3.89). As to relation among the teachers and among staff, among students and students with staff, the over-all response is agree (4.04). As to relation to quality of teaching in terms of hidden curriculum in college, the over-all response is agree (4.01). In terms of relation to perceptions of the students' regarding teachers as role model, the over-all response is agree (4.25).

3. In terms of sex, the significant value .085 is greater than 0.05. hence there is no significant difference between sex and hidden curriculum. In terms of age, the sig value 0.120 is higher than 0.01 and 0.05 level of significance, thus, there is no significant difference on the perception of the respondents towards hidden curriculum in terms of age bracket.

IV. CONCLUSION

From the findings of the study the researcher hereby presents the following conclusions.

1. As to the profile of the respondents by colleges, in terms of age, there were more students included in the

age bracket 17-21 years, old followed by 22-26 years old, and 30-47 years old. As to gender, most of the respondents are females.

2. The results of the study shows that students AGREE on the indicators included in the statements such as the relationship of the teachers with the students, relationship among the teachers and among staffs, among students and students with staff, quality of teaching in terms of hidden curriculum in the college, and perceptions of the students' regarding teachers as a role model. Consequently, this shows that the students show that they are **AWARE** or have a positive perception on the hidden curriculum through their interaction with their teachers, fellow students, and staff of their respective colleges.

3. The respondent's sex and age does not contribute to their perception on the hidden curriculum at the university.

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