

# Hidden Curriculum: An Informal Way For Moral Development Of Learners'

**Bikash Ghanta, Ph.D Scholar, Department of Education, University of Kalyani, Kalyani, West Bengal, India. ghanta.bikash93@gmail.com**

**Mrinal Mondal, M. Ed., Department of Teacher Education, W.B.U.T.T.E.P.A, Kolkata, West Bengal, India. mrinal.mm.lm@gmail.com**

**Abstract:** Though the hidden curriculum affects more in the moral development of the learner, it has not investigate totally. Among the researchers who are researching in that field Lawrence Kohlberg is a notable name. In his research study he discusses about the effect of hidden curriculum on the moral development of learners. This paper is discussing about how the hidden curriculum effect on the moral development of learners in an informal way. Literature review has been done on twenty journals and fifteen articles, to write this paper. As a result, it is seen that through the hidden curriculum of educational institution in an informal way, the moral development of learners increase.

**Keywords:** *Hidden Curriculum, Informal Way and Moral Development.*

## I. INTRODUCTION

Till now, in an Indian classroom, if a student does not stand up when teacher enters the room, then the teacher says that do not you know when teacher enter the room you have to stand up? In the perspective of this granted incident it can says that-the student does not adopt the ideals of society and school in a proper way. Like this, we have to obey some socially granted norms, beliefs, attitudes, though they are not in a written form. All these unwritten subjects of schools are called hidden curriculum. There are two types of curriculum in a school- written curriculum and hidden curriculum. Though written curriculum makes learners academically strong, but written curriculum only does not create a moral person. Hidden curriculum takes the responsibility of the moral development of the learners.

## II. PURPOSE OF THE STUDY

The objectives of this study are –

- To analyze that the school as a factors of moral development.
- To analyze that hidden curriculum as a factors of moral development.
- To analyze informal way as a means of moral development.

### **Hidden Curriculum:**

The concept of 'hidden curriculum' was originally introduced by Philip Jackson (1968) in his book 'Life in Classroom' in contrast with the 'formal curriculum'. It is some time called 'alternative curriculum'. According to Wikipedia, hidden curriculum is a side effect of an education, lessons which are learned but not openly intended, such as the transmission of norms, values, and beliefs conveyed in the classroom and the social

environment. Any learning experience may teach unintended lessons. Hidden curriculum consists of the order and regulations of the school, its physical and psychological environment, and the non-official or implied messages that the administrators or teachers convey to students (Apple, 1989; 1993; Dreeben, 1968; Giroux, 1983a; Giroux & Penna, 1983, Jackson, 1968; Snyder, 1971). Durkheim observed that more is taught and learned in schools than specified in the established curriculum of textbooks and teacher manuals. Even though it is not directly mentioned as „hidden curriculum“, this refers to hidden curriculum. Emile Durkheim ([1925] 1961, p. 148). The term hidden curriculum refers to the unwritten, unprinted, unofficial and often unintended lessons, values and perspectives that students learn in school (Abott, 2015).

### **Moral Development:**

The psychological encyclopaedia (Egidius 2001) defines morals as:

1. The valid morals which are stated in codes of practices and which humans ought to know and follow.
2. The system of moral principles and rules an individual, a group or a population actually follows.
3. Individual perception of what is allowed and not allowed, what you are obligated to do and obligated not to do, what is good and evil, right and wrong.

In simple words morality means the ability to judge, what is right and what is wrong. And moral development means, when a child starts to understanding all the moral rules and regulations of the society and from that perspective the child understands that- which things he should do and

which things he should not to do. According to Schaefer “morality implies an ability to distinguish right from wrong and to act on this distinction”. Moral development contains thoughts, behaviors, and feelings on what individuals perceive as right or wrong (Kohlberg 1958, 1976, 1986).

Like with other factors of development, morality is shaped by multiple factors. Children’s intrapersonal and interpersonal experiences with family, peers and other elders, as well as their maturing physical, emotional, cognitive and social skill combine to influence moral development.

**Informal Way:**

HR leader and speaker Marcia Conner defines Informal learning as a “lifelong process through which people acquire attitudes value skills and knowledge mainly from the mass media, from daily experiences such as those made at work, at play, while talking with our neighbours and from various kind interactions, in general.”

...the lifelong process by which every individual acquires and accumulates knowledge, skills, attitudes and insights from daily experience and exposure to the environment-at home, at work, at play: from the example and attitude of families and friends; from travel, reading newspaper and books; or by listening to the radio or viewing films or television. Generally informal education is unorganized, unsystematic and even unintentional at times, yet accounts for the great bulk of any person’s total lifetime learning-including that of a highly ‘schooled’ person.(Coombs and Ahmed, 1974, p 8)

Although formal forms of instruction such as classroom lessons and e-learning will still are used for many years to come, it is becoming more and more important to pay attention to the more informal methodologies that students are using. The reasons why informal learning is becoming so popular have to do with immediacy and relevancy. Informal methods of learning are often found in the work environment as they are seen as techniques that a learner can take advantage of right away and with immediate application to their job. Another reason consists in the fact that learners can drive their learning in a more meaningful and self-directed manner. (Bob Mosher, 2004)

**III. SCHOOL AS A FACTOR OF MORAL DEVELOPMENT**

Moral development of a child is shaped by multiple factors. Firstly is the family, school, society, nation, etc. According to John Dewey, ‘school is a miniature of the society’. Where social and moral virtues are highly sustain. School play a vital role in moral development of the learners. Also, it has been seen that children are more complaint to the rules and regulations of the school than the society. The child is influence by the notions of the right and the wrong as a result of relationship with his teachers, classmates and

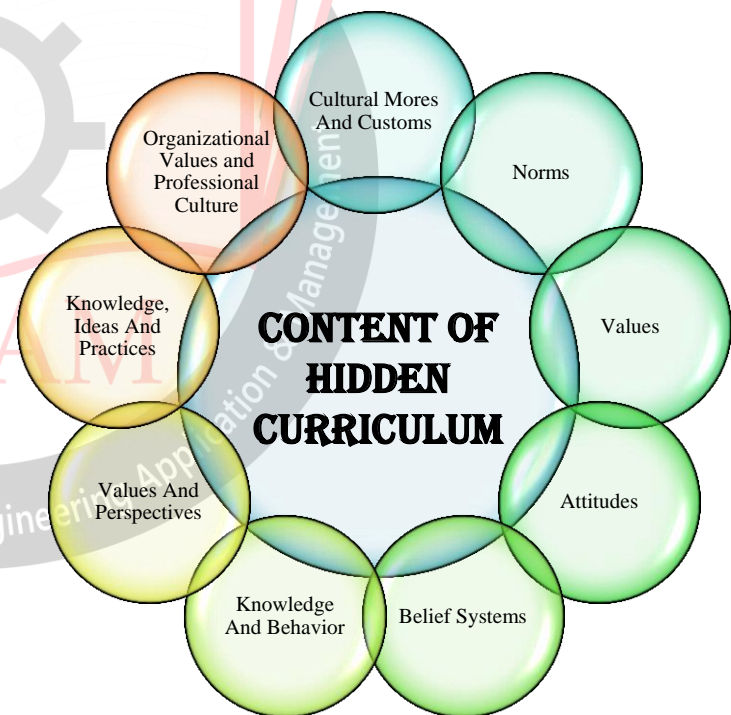
senior students. For the example as teacher’s personality i.e., his attitude, interest, value, habits, beliefs, discipline, social and moral ideology are influence on learner moral development. On the other than, beside the formal curriculum, co-curricular activities like mass prayer, birthday celebration of great men, social service activities, morning assembly provide a great opportunity for the development of moral qualities likes truth, justice, honesty, obedience, fellow-feeling, love and respect for others.

**Content of Hidden Curriculum:**

Kohlberg’s work on hidden curriculum began in 1970\* Kohlberg aggregates his thoughts on hidden curriculum among three main headlines (Kohlberg, 1983):

- ✚ Hidden curriculum relates to social relationships in schools.
- ✚ Hidden curriculum is the most effective and elaborate curriculum in the moral development of students.
- ✚ Moral development should be directed at the direction of moral maturation that is based on being fair.

In the flowing diagram there are basic contents of hidden curriculum that effect on moral development of the learners-



**IV. HIDDEN CURRICULUM AS A FACTOR OF MORAL DEVELOPMENT**

Kohlberg is the first researcher who focused on hidden curriculum in moral development. In his study he suggested that various aspects of hidden curriculum influence on moral development. According to Kohlberg not only written or official curriculum, but also hidden curriculum influence is more effective for the development of moral development of the learners.

The prevalent 'official or written curriculum' of school helps the student in their cognitive development. It helps them to develop their thought, problem solving ability, logical thinking etc. The moral part of the students has been neglected there. In this perspective John Dewey (1933) recognized that if school does not have specific programs in moral education, moral education is provide through a "hidden curriculum". The hidden curriculum is the moral atmosphere that is a part of every school. The classroom rules, moral orientation o teachers, and text materials create the moral atmosphere of adolescents. The students look up to the teachers or see how the act, so teachers serve as modes of ethical or unethical behaviors. The classroom rules and peer regulations convey how adolescents view cheating, lying and stealing. Through the school rules and regulations, the school instills a value system. The hidden curriculum is vital for students to get a glimpse of the "real" world<sup>2</sup>. According to Jackson, hidden curriculum which makes students more adapted to real life in the classroom is a curriculum making students as a social individual (Jackson, 1990).

Hidden curriculum does not include one subject. It includes various topics. And the students acquire this from various sources when they are in school, which helps in their moral development. According to Tezcan (2003), hidden curriculum has many factors which make up school's socio-cultural frame. Many factors such as behaviors of teachers and administrators, attitudes, approaches, beliefs, values, quality of the school's atmosphere, interaction pattern providing students with non-written rules in school-environment, routines, discipline, and obedience to authority constitute this social frame.

## V. INFORMAL WAY AS A MEANS OF MORAL DEVELOPMENT

In present day, the students acquire knew knowledge and skill through various ways. Where, the aim of modern education is the all round development of students. So, it is not possible education will be limited to formal way of method. Moral development is an important part of the all-round development of students. School, through their curriculum develops the moral quality of students. In school, there is two types of curriculum- written curriculum and hidden curriculum. Through the contents of written curriculum the moral development of students has been done in a formal and structural way. On the other hand, the content of hidden curriculum has not written. Therefore, students acquire this in informal way rather than formal ways. It is also seen that students acquire this unconsciously. As for example in –

- ❖ In school, learner acquires- the attitudes, beliefs, dressing-sense, personality of teachers in an informal way. Tuma (2008) explain that hidden curriculum is all the knowledge, values and habits that are acquired by the students freely, without

any control form the formal curriculum or supervision form the teacher. This kind of curriculum is learnt by observation and imitation of classmate, teachers and surrounding people.

- ❖ The rules and regulations of play ground are acquired by learners in voluntary way that is informal. According to McCutcheon (1988, p.89) 'achieving the purpose of formal curriculum is compulsory to the people who work in public institution whereas, purpose of hidden curriculum is somehow voluntary.'
- ❖ The social activities which are held in school, by participating in these activities the moral qualities as of students like-honesty, obedience, fellow-felling, respect of other etc. have been develop. That thing, the learners acquire through informal ways rather than formal ways.

The hard rules and regulations of schools develops the moral qualities of the learners in a formal way if, moral development has been acquire to formal ways, that can only be restricted in school life. It can't use in the life after school. But, the moral qualities which learners acquire through informal way protect their future life and make them moral human being. Informal way of learning is more important than formal learning for the moral development of the learners, because-

- ◆ Informal learning is unorganized.
- ◆ Informal learning is mostly spontaneous.
- ◆ There is no formal curriculum.
- ◆ Informal learners are often highly motivated to learn.
- ◆ The world is your classroom.
- ◆ Informal learning is difficult to quantify.
- ◆ The 'Teacher' is someone who cares and who has more experience than the learner.
- ◆ Essential to a child's lifelong learning.

## VI. CONCLUSION

So from the above analysis, hidden curriculum plays the most important role in the moral development of learners. In the parallel it is also noticeable that, learner acquire moral quality through informal way is most. The national value can be developing through moral education. It is essential for our big democratic country like India. Therefore the policy makers should know that the solution can not be possible only through official curriculum, hidden curriculum is also necessary. It should be made clear that official curriculum and hidden curriculum are related to each other. Hidden curriculum cannot be developing without developing formal curriculum (Kohlberg, 1973).The curriculum workers should give emphasis on the official curriculum as well as hidden curriculum. Where the learner acquires the theoretical aspect of moral development through official curriculum: there through

hidden curriculum the practical aspect of moral development can be acquired by learns.

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