A Study of the Relationship between Effectiveness of Hidden Curriculum, and Students’ Moral Development and Behavioral Adjustment

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Abstract

The present study has been conducted with the aim of studying the relationship between effectiveness of hidden curriculum, and students’ moral development and behavioral adjustment in girls’ junior high schools of district 6 of Tehran city. The statistical population of the study included 4000 third-grade students of girls’ nonprofit junior high schools of Tehran, out of which a sample size of 322 persons was selected based on the list of students through extracting samples from table of random numbers. The data was collected by using 35-item moral development and adolescent behavioral adjustment measurement standard questionnaire of Ahadi et al. (2009). After distributing and collecting the questionnaires, data analysis and hypothesis testing were carried out by using structural equation modelling and with the help of Smart PLS 2 software in two sections of measurement model and structural model. In the first section, the technical properties of the questionnaire, including reliability, convergent validity and divergent validity specific to PLS, were examined; and in the second section, significance coefficients of the software were adopted in order to test the research hypotheses. Finally, the findings revealed that 1) there is a relationship between hidden curriculum, and students’ pre-conventional morality; 2) there is a relationship between hidden curriculum and conventional morality; 3) there is a relationship between hidden curriculum and girls’ junior high school students’ post-conventional morality; and 4) hidden curriculum directly affects the students’ moral development and behavioral adjustment.

Keywords: hidden curriculum, moral development, behavioral adjustment.

Introduction

Every society intends to educate individuals based on its dominant value systems in order to manifest its ideals in them; and a great deal of these goals is accomplished through formal and informal education systems. Today, every education system attempts to impart different kinds of knowledge and skills to the students through designing and developing specific curricula, and prepare them to assume their roles and responsibilities in real life. Students gain worthwhile experiences in education systems, a great deal of which is not specified in planned curricula. As a matter of fact, students learn through hidden curricula far beyond what is taught in a systematic and organized manner by the teachers (Alikhani, 2006).

Education system of any society has never been free from the covert and overt transmission of norms and certain attitudes, and the curriculum dominant on this system is not only limited to a series of predetermined experiences and learnings or the formal curriculum. In school, students are exposed to overt or set curricula over a long period through which the individual’s growth is highly affected, and the individual gains some experiences over this period of time, which is directly or indirectly or unconsciously their accepted culture (Hadad Alavi et al., 2007).

Such experiences inevitably affect many aspects in a broader, more sustainable and more influential manner in formation of experiences, transfer of ideas, attitudes, values, actions and behaviors of students along with the formal curricula, their dominance affects the whole process of education (Alikhani & Mehr Mohammadi, 2004). Hidden curriculum concepts are among the valuable and helpful concepts in curriculum thinking and practice (Mehr Mohammadi, 2001). Hidden curriculum refers to the informal and intangible teaching of context of value systems, norms, attitudes and non-academic aspects of higher education centers and informal aspects of higher
education centers which are affected by the whole education system to the dominant philosophy, structure and general context of the society (Ghourchian, 1994). Experts and thinkers of the curriculum studies area have proposed various definitions for the hidden curriculum so far. Some of these definitions are as follows:

Anderson (2002) describes hidden curriculum as an amorphous, irregular, ill-defined, and ambiguous nature which is implicit and embedded in contrast with manifest curriculum and reveals the interactions in educational setting.

Apple (2004) stated that teachers usually does not talk about hidden curriculum and it is the transmission of values and generation of special interests.

D‘eon (2006) defined hidden curriculum as the learning acquired by the learners through the nature and organizational structure as well as the behaviors and attitudes of the instructors and principals.

According to Pinar (2008), hidden curriculum is a set of unintended but truly real results and aspects of the learning process.

According to McLaren (2009), hidden curriculum deals with an implicit and guaranteed method through which knowledge and behaviors are created, i.e. something that occurs outside the usual planned curriculum, and it is part of the administrative and bureaucratic behavior in the school through which the students are forced to comply with the dominant ideologies and social activities related to power and authority of behavior and morality.

Based on the above definitions, it can be implied that hidden curricula are considered learning things other than the formal and explicit objectives of the education system, which is acquired by the students in school. Numerous definitions and concepts proposed for hidden curriculum allows for understanding this term under different circumstances and from different viewpoints. Based on the presented definitions, it can be said that hidden curriculum is the implicit and intangible teaching of value systems, norms, and non-academic aspects, which is affected by the whole education system and the structure dominating the educational setting.

Area of experiences or the outcomes of acquired learning are formed based on three types of overt, hidden and null curriculum. The difference between these curricula lies in their influence on the scope of curriculum. While the impact of explicit and hidden (implicit) curricula is positive, the impact of null curriculum is negative. Formation of boundaries and limits of scope of learning experiences of the learners is clearly and directly affected by positive and negative effects, and it is because these three types of curricula should be taken into consideration (Mehr Mohammadi, 2008).

Hidden curriculum concepts are classified into four term category based on the conducted studies:
1. Hidden curriculum as the informal expectations or implicit but expected messages;
2. Hidden curriculum as the messages or intended results of learning;
3. Hidden curriculum as the implicit messages due to educational structure;
4. Hidden curriculum as what is created by the learner.

On one hand, Lawrence Kohlberg, American psychologist and the head of Harvard University’s center for moral development, have studied the moral development in a framework of cognitive theory. In fact, Kohlberg extended and completed Piaget’s growth theory (Piaget limited stages of moral development to two stages of moral realism and moral relativism; in the first stage, the importance of an action is interpreted based on its outcomes and in the second stage, interaction is interpreted). Similar to Piaget, he believed that stages of moral development are determined based on the individual’s cognitive and mental abilities. As there is a regular progress in growth stages in Piaget’s cognitive theory and in any stage of growth, previous stages are included, in Kohlberg’s theory, moral development is based on previous stages of moral concepts (Seif, 2011).

In his opinion, parents and peers dose not play an active role in formation of child’s moral standards; while Piaget particularly emphasizes the peers in formation of moral standards (Seif, 2011). Kohlberg paid more attention to the development of moral reasoning and paid less attention to moral behavior as an indicator of growth. He proposed three levels for moral thinking and specifies two stages as subsets of each level:
1. Level of pre-conventional morality. The child often exhibits a good behavior at this level. The child’s behavior can be easily interpreted based on material consequences of that behavior (punishment, encouragement, rewarding) or based on the authority of those who make the law (usually parents) for him/her.
   Stage one: morality based on punishment and obedience. In this stage, the child does not understand social and collective interests as well as others’ rights. He/she only thinks of his/her needs and feelings, and the reason for not showing an immoral behavior is to avoid punishment and complying with the higher authority.
Stage two: relativist morality. Human relationships are in the form of experiences and as a reciprocal interaction. If the individual complies with certain moral rules, it is more because of the rewards and advantages expected from that rule.

2. Level of conventional morality. Individual’s moral behavior at this level is exhibited for compatibility and compliance with social order and tendency to retain this order. The main incentive for this compatibility and compliance is to become more similar to the parents, and it cannot yet be said that moral standards are internalized in this stage.

Stage three: morality is to be a good boy or girl. This stage of moral development is focused on living up to social expectations and roles. The child wishes for mental pleasure (enjoying from others’ satisfaction) instead of material pleasure (which was stated in the previous stage). He/she is now at the beginning of accepting social rules or at the beginning of making judgement about good and behavior, based on incentive and intention.

Stage four: morality based on law and order. In this stage, the individual blindly accepts social conventions and rules, and believes that individuals should comply with society’s rules; otherwise, the social order would be violated.

3. Level of post-conventional morality. In this stage, moral reasoning and judgements of the individual are internalized and are led by an internal ethical code. Morality is based on universal principles, and it is superior to social conventions. Moral behavior is nor dependent on others’ approval or disapproval.

Stage five: morality based on social contracts. In this stage, a behavior is appropriated when it is in the framework of individual rights and it is exhibited based on the accepted social standards. Morality is based on the agreement among the society’s individuals in order to voluntarily adapt themselves to those social norms which are required for social order and individual rights. Thus in this stage, in contrast to previous stages, the rules as well the moral beliefs are more flexible.

Stage six: morality based on universal principles. Good or bad behavior depends on the conscious decision of the individual and it is based on the individual conscience and universal principles which are holistic and absolute.

Individuals’ incentive for moral behavior is more in the form of obeying the call of their conscience, instead of blaming and criticizing others. Those who reach this stage, have many moral beliefs in their individual principles which can be sometimes is opposition to social order accepted by the majority (Seif, 2011).

Finally, moral development and behavioural adjustment of the Kohlberg’s (2003) theory is a concept in three levels: 1) pre-conventional morality, 2) conventional morality and 3) post-conventional morality (Seif, 2011). Review of related literature from different sources such as universities and research and academic centers reveals this point that there are few but almost similar studies conducted on this subject, but it can be said that since the discussions related to the relationship of the effectiveness of hidden curriculum with students’ moral development and behavioural adjustment are in the working scope of human and social sciences, there are investigations into this subject with differences and similarities, and the related results are used in a specific time and place as follows:

Rogers et al. (2014) studied the use of the hidden curriculum to teach professionalism during the surgery clerkship, and concluded that more than 75% of medical students emphasized the higher influence of hidden curriculum and said the role of hidden curriculum is considerable in their professional, moral and behavioural development.

Lee (2014) studied a hidden curriculum in Japanese EFL textbooks and said that hidden curriculum has positive impacts on students’ learning.

Buyx et al. (2008) conducted a study and concluded that the major outcomes of hidden curriculum in schools which has a closed social climate are 1) increased spirit of obedience, emulation and utter compliance, and decreased spirit of critical thinking and critical treatment with scientific subjects, 2) increased students’ tendency to individually perform learning activities and their negative attitude towards collective activities, 3) decreased students’ trust and self-esteem and increased sense of negative self-perception in them, 4) higher spirit of obedience and tendency towards individually performing learning activities in boys’ schools than girls’ schools; and 5) more decrease in self-esteem among students of girls’ schools; and almost equal decrease in self-esteem in schools with open climate.

Glicken et al. (2007) conducted a study and concluded that students learn hidden curriculum during school learnings, which are in opposition to academic spirit indices, including increased spirit of emulation and obedience towards innovation, curiosity and creativity, increased spirit of inaction and fear instead of inquiry and criticism, establishment of negative competition for gaining the final score instead of collaboration and group work.
Norouzi et al. (2014) revealed that there is a relationship between components of hidden curriculum and national identity of the students. Besides, there is a relationship between social climate of the school, organizational structure of the school, teachers’ interaction with the students and physical structure of the school and classroom, and students’ national identity. Furthermore, their findings showed that any increase in each one of the components increases national identity and the highest relationship belonged to the variable of teachers’ interaction with the students.

Heidari (2013) indicated that the impact of hidden curriculum in dimensions under study (rules and regulations, social relationships, physical environment, human resources, sports and educational equipment, cultural variables and social harms) is significantly high on students’ behavior. Besides, there is a difference between hidden curriculum’s correlation (in dimensions of physical environment, human resources, sports and educational equipment, and cultural variables) and behavior in terms of gender.

Pashazadeh (2013) concluded that there is a significant relationship between hidden curriculum and social adjustment.

Rey Shahrizadeh (2012) indicated that hidden curriculum has an impact on citizenship education from the viewpoint of teachers and principals. In studying the components of hidden curriculum, the results showed that the components of social climate, school’s structure and teacher’s interaction with the students has also an impact on students’ citizenship education from the viewpoint of teachers and principals.

Ghaderi (2011) concluded that one of the most important curricula implemented in education system is hidden curriculum. The results indicated that there is a significant difference between open and closed school climates for girls and boys. Besides, the impact of hidden outcomes on students of closed and open climate schools for boys and girls are considerably different.

Finally, with respect to the fact that students of girls’ junior high schools in Tehran have annually incurred material and immaterial losses because of not studying the relationship between the effectiveness of hidden curriculum and moral development and behavioral adjustment at different levels; as a results, this subject is addressed as a fundamental weakness and challenge in educational development strategic plan and it has been decided to conduct an academic and pedagogical research for the pathology of the above subject and proposing scientific strategies in order to resolve this educational challenge. Therefore, in this study, after the review of the related literature, it is sought to find out if there is a significant relationship between hidden curriculum and moral development and behavioral adjustment of the students of girls’ junior high schools in district 6 of Tehran.

For this purpose, the following main and sub-hypotheses are proposed:

Main hypothesis: there is a relationship between hidden curriculum, and moral development and behavioral adjustment of the students of girls’ junior high school.

Sub-hypothesis one: there is a relationship between hidden curriculum, and pre-conventional moral development and behavioral adjustment of the students of girls’ junior high school.

Sub-hypothesis two: there is a relationship between hidden curriculum, and conventional moral development and behavioral adjustment of the students of girls’ junior high school.

Sub-hypothesis three: there is a relationship between hidden curriculum, and post-conventional moral development and behavioral adjustment of the students of girls’ junior high school.

Eventually, the conceptual model of the study is presented in the following figure:
Research Methodology

Research methodology of the present study is applied and descriptive-causal in terms of purpose and data collection respectively. Besides, it is quantitative in terms of the collected data; for this purpose, a number of questionnaires were distributed to collect opinions of the students of the girls’ junior high schools in district 6 of Tehran and the results were presented. Since there is a cause and effect relationship under study, the research methodology is causal in terms of the relationship between the variables; and for the all-out investigation of the conceptual model of the study, structural equation modelling has been adopted. This model is the best tool for research analysis, in which observed variables have measurement error and the relationship between the variables is complex. By using this method, the accuracy of the indices and/or observed variables can be measured on one hand, and the causal relationships between latent variables and the degree of explained variance can be studied on the other hand. The structural equation modelling is consisted of two sections of measurement model and structural model, the variables of the model are classified into two category of latent and observed variables; and hidden curriculum, and moral development and behavioral adjustment of the students are the latent variables and the dimensions of each one are observed variables.

Statistical population of the study included 4000 third-grade students of the nonprofit junior high schools in district 6 of Tehran, out of which a sample size of 322 persons was selected based on list of students through extracting samples from table of random numbers. Afterwards, the data was collected by using moral development and adolescent behavioral adjustment measurement standard questionnaire of Ahadi et al. (2009) contacting 35 questions in 5-point Likert scale by considering the nominal-ordinal scale of the answers (very low, low, moderate, high, very high). This questionnaire has been designed in two section. The first section is related to a) measuring hidden curriculum indices and the second section to b) measuring moral development and behavioral adjustment indices.

<table>
<thead>
<tr>
<th>No.</th>
<th>Indices</th>
<th>Number of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Measuring informal expectations or implicit but expected messages</td>
<td>5 questions</td>
</tr>
<tr>
<td>2</td>
<td>Measuring messages or intended results of learning</td>
<td>5 questions</td>
</tr>
<tr>
<td>3</td>
<td>Measuring implicit messages due to educational structure</td>
<td>5 questions</td>
</tr>
<tr>
<td>4</td>
<td>Measuring what is created by the learner</td>
<td>5 questions</td>
</tr>
<tr>
<td>5</td>
<td>Measuring pre-conventional moral development and behavioral adjustment</td>
<td>5 questions</td>
</tr>
<tr>
<td>6</td>
<td>Measuring conventional moral development and behavioral adjustment</td>
<td>5 questions</td>
</tr>
<tr>
<td>7</td>
<td>Measuring post-conventional moral development and behavioral adjustment</td>
<td>5 questions</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>35 questions</td>
</tr>
</tbody>
</table>

Table 1. Measures of hidden curriculum, and moral development and behavioral adjustment

In order to measure the reliability, it was calculated by using the data obtained from the questionnaires and with the help of Smart PLS 2 and SPSS statistical software. In PLS method, reliability was calculated by measuring the composite reliability and in SPSS, it was calculated by measuring the Cronbach’s alpha and the value larger than 0.7 for these two criteria indicates acceptable reliability. In the present study, the results related to these two criteria are presented in the following table and as it is seen, all the values are larger than 0.7 which indicates appropriate reliability of the study questionnaires.
Table 2. Cronbach’s alpha and composite reliability

<table>
<thead>
<tr>
<th>variable</th>
<th>Moral development and behavioral adjustment</th>
<th>Hidden curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimensions of the variable</td>
<td>Pre-conventional</td>
<td>conventional</td>
</tr>
<tr>
<td>Cronbach’s alpha</td>
<td>0.798</td>
<td>0.821</td>
</tr>
<tr>
<td>Composite reliability</td>
<td>0.735</td>
<td>0.840</td>
</tr>
</tbody>
</table>

Validity of the questionnaires was examined by using two criteria of convergent and divergent validities which are specific to structural equation modelling. For convergent validity, AVE criteria was adopted. The criterion value for acceptable level of AVE is 0.5 (Hulland, 1999). Finally, the findings indicated that all the values of AVE related to the constructs have been above 0.5 and this indicated the acceptable convergent validity. For divergent validity, the degree of difference between indices of one construct and indices of the other construct is compared. This is accomplished by comparing the square root of AVE of each construct with correlation coefficients between the constructs. For this purpose, a matrix should be formed in which the values of the main diameter of the matrix are square root of AVE coefficients of each construct and the values above and below the main diameter are the correlation coefficients between each construct and other constructs. The findings indicated that the square root of AVE of each construct has been higher than the correlation coefficients between that construct and other constructs (values in the same row and column), which indicates acceptable divergent validity of the constructs.

Research Findings

In this phase, the cause and effect relationship between hidden curriculum and moral development and behavioral adjustment is measured in the framework of structural model. As it is seen in the following figure, the relationship between hidden curriculum, and moral development and behavioral adjustment and its dimensions is significant and positive.
In figure 2, the coefficients of causal effect of the study model and the relationship between the main variable (hidden curriculum), and moral development and behavioral adjustment of the students and its dimensions are presented. PLS output confirms the main hypothesis as well as the sub-hypotheses of the study, which are seen in the following table. Since all the values of $t$ are larger than 1.96, all the hypotheses are confirmed.

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Standardized coefficients</th>
<th>$t$-value</th>
<th>result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hidden curriculum → moral development and behavioral adjustment of the students</td>
<td>0.70</td>
<td>17.3</td>
<td>accepted</td>
</tr>
<tr>
<td>Hidden curriculum → pre-conventional moral development and behavioral adjustment of the students</td>
<td>0.44</td>
<td>13.25</td>
<td>accepted</td>
</tr>
<tr>
<td>Hidden curriculum → conventional moral development and behavioral adjustment of the students</td>
<td>0.51</td>
<td>15.05</td>
<td>accepted</td>
</tr>
<tr>
<td>Hidden curriculum → post-conventional moral development and behavioral adjustment of the students</td>
<td>0.54</td>
<td>16.11</td>
<td>accepted</td>
</tr>
</tbody>
</table>

**Discussion and Conclusion**

Generally, today world is full of complexities which have caused the education system as well as educational organizations and schools to face major problems in terms of growth and development; these complexities have also caused the educational managers at all levels as planners, organizers and leaders of areas of education to face many challenges. Under such circumstances, making use of hidden curriculum for overcoming the existing problems in moral development and behavioral adjustment of the students can be helpful. In this section, after analyzing the data and testing each hypothesis, some results have been achieved which are interpreted as follows by stating each hypothesis and comparing the results with the results of previous studies.

Sub-hypothesis one: there is a relationship between hidden curriculum, and pre-conventional moral development and behavioral adjustment of the students of girls’ junior high school. Findings of the study have confirmed the relationship between hidden curriculum, and pre-conventional moral development and behavioral adjustment of the students of girls’ junior high school. In this regard, it seems that hidden curriculum fosters the tendency to obey the rules in order to avoid punishment, to collaborate with other students to receive reward, to agree with other students due to being afraid of rejection, to compromise with others in order to gain more support and finally, to collaborate with students to be with them and run away from loneliness in the students; and as it is seen, each one of the above factors is in line with pre-conventional moral development and behavioral adjustment of the students, and this confirms the hypothesis. The research results of researchers such as Rogers et al. (2014), Glicken et al. (2007), Pashazadeh (2013), Alikhani et al. (2006) confirm the present findings.

Sub-hypothesis two: there is a relationship between hidden curriculum, and conventional moral development and behavioral adjustment of the students of girls’ junior high school. Findings of the study have confirmed the relationship between hidden curriculum, and conventional moral development and behavioral adjustment of the students of girls’ junior high school. It is evident that the hidden curriculum causes the students to have the right orientation based on good-boy good-girl behavior pattern, and this sense is fostered in them that they should do something to be safe from not performing their tasks and others’ disapproval. Thus these cases are in the scope of conventional moral development and behavioral adjustment of the students and confirm the findings. The research results of researchers such as Lee (2014), Glicken et al. (2007), Heidari (2013) and Alikhani et al. (2006) are consistent with the findings of the present study.

Sub-hypothesis three: there is a relationship between hidden curriculum, and post-conventional moral development and behavioral adjustment of the students of girls’ junior high school. The findings have confirmed the relationship between hidden curriculum, and post-conventional moral development and behavioral adjustment of the students of girls’ junior high school. Hidden curriculum plays a role in students’ orientation based on that they prefer social contracts according to their desired behavior, or that students follow
principles to be safe from being blamed, or in other words, they follow the principles to gain their peers’ respect and maintain self-respect. Thus these cases foster post-conventional moral development and behavioral adjustment in students. The finding of the studies conducted by researchers such as Buyx et al. (2008), Norouzi et al. (2014), and Rey Shahrizadeh (2012) are consistent with the present findings.

Main hypothesis: there is a relationship between hidden curriculum, and moral development and behavioral adjustment of the students of girls’ junior high school. The results related to this hypothesis which are obtained from the above sub-hypothesis show that there is a relationship between hidden curriculum, and moral development and behavioral adjustment of the students of girls’ junior high school; and this relationship exists in all three types of moral development and behavioral adjustment i.e. pre-conventional, conventional and post-conventional with different intensity. Therefore, the officials and directors of the education system implement the utilization of hidden curricula in a broad scale in order to foster students’ moral development and behavioral adjustment, particularly in girls’ junior high school.

Suggestions of the Study

According to the results of the similar studies and the present study, hidden curriculum can appropriately pave the way for achieving students’ moral development and behavioral adjustment. Education department should establish hidden curriculum in schools’ structures and among their teachers in this intense competition, and internalize and improve moral development and behavioral adjustment in the students by selecting leaders and principals appropriate to the schools’ structures and their educational system. Since the relationship between hidden curriculum, and moral development and behavioral adjustment of the students of girls’ junior high school was confirmed, there are some suggestions proposed in this regard:

- Principals should get familiar with the students’ moral development and behavioral adjustment as well as informal conditions and the nature of interpersonal relationships existing among students and teachers in hidden curriculum planning.
- Given the application of principles and concepts of hidden curriculum, moral development and behavioral adjustment of the students in various situations in textbook contents, it is suggested to the individuals responsible for textbooks to include more principles and concepts about moral development and behavioral adjustment in textbooks.
- Given the fact that hidden content of textbooks is not much able to increase moral development and behavioral adjustment of the students, it is suggested to the individuals responsible for textbooks to revise the content of textbooks.
- Curriculum planners should pay more attention to the component of textbook attractiveness, in such way that the textbook should be appealing to the students in addition to covering the main functions, and they should be designed based on their moral development and behavioral adjustment.
- Since moral issues and behavioral adjustments of the students are of high importance in our society, textbooks should be designed in way that first of all, students find them quite helpful by reading them, and the content should be in a way that the students feel a need for learning them.
- It is essential that pay attention to a more complete list of different components of the relationship between hidden curriculum, and moral development and behavioral adjustment in order to determine the content of textbooks.
- Moral issues and behavioral adjustment should be internalized in the students by using the hidden curriculum. This helps them to be able to apply what they have learnt in daily life.
- Some briefing sessions should be held for the principals in order to understand the importance, scope, objectives and approaches of hidden curriculum and moral development and behavioral adjustment. By holding such sessions, principals’ awareness about the subject increases and the commitment of senior managers to this approach is ensured. This will result in allocation of sufficient human resources and removing organizational barriers.
- Forming committees consisted of experts and school teachers in order to participate in the implementation of hidden curriculum in school setting; this will facilitate the process of implementation, nonresistance to changes due to the implementation of the curriculum, and comprehensiveness of the curriculum in terms of involving different sections of the education system.
- The supervising role of senior managers as the key members of implementing hidden curriculum in schools should continue in order to achieve objectives and solve possible conflicts.
Sufficient organizational and financial sources should be allocated in order to facilitate the achievement of hidden curriculum objectives and revealing its importance among teachers and principals.

The structure of education system should be adjusted to be consistent with the students’ moral development and behavioral adjustment, and to be more successful.

References


