HIDDEN CURRICULUM IN LOCAL COLLEGES AND LOCAL UNIVERSITIES IN BICOL REGION, PHILIPPINES

By

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ABSTRACT

The inadequacy of empirical evidences that examine the aspects, forms, understandings, and applications of Hidden Curriculum resulted from the lack of its research interest in Higher Education Institutions. This prompted the study to focus on the Hidden Curriculum of Local Universities and Local Colleges in Bicol Region, Philippines. Data were collected through in-depth interviews and survey questionnaire. The descriptive and comparative method of research showed that respondents from selected Local Universities and Local colleges believed that students have an outstanding participation in extra-curricular activities, high satisfaction in school physical facilities, and high satisfaction in the teaching and non-teaching employees' working behavior. It further showed that there is significant difference among aspects of students' participation in Hidden Curriculum. Lastly, sufficient evidence and findings revealed that the multi-faith services, availability of internet services, and personal conduct of the teaching and non-teaching employees should be improved to ensure that excellent quality services will be provided to its clientele and stakeholder.

Keywords: Hidden Curriculum, Extra-Curricular Activities, Physical Facilities, Teaching and Non-teaching Employees Working Behavior, Higher Education Institution

INTRODUCTION

Local Universities and Local Colleges are Higher Educational institutions that are being run by local government units in the Philippines. It is created to support provinces and municipalities where it was established. It focuses primarily on providing educational assistance to the localities and identified as a major partner of other educational institutions specifically in developing the quality of life of the people. Local universities and colleges develop play a vital role in developing the creative and logical thinking capabilities of its graduates to survive the stiff global competition.

Local Universities and Local Colleges are believed to be one of the important components of the society that is responsible for preparing the people to survive and answer many problems across their time. To ensure that these educational institutions will perform their gigantic role, laws, regulations, and standards are being established. For instance, the section one and two of the 1987 Philippine Constitution Article XIV emphasized that the state shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all, and that the state shall establish, maintain, and support a complete, adequate and integrated system of education 'relevant' to the needs of the people and the society as a whole. To uphold this mandate, education sectors and curriculum developers are focusing on designing a curriculum that will fit to respond to the diverse problems and needs of the society.

For example, the Republic Act 10533 known as the Enhanced Basic Education Act was designed and implemented to enable Filipino Graduates to possess sufficient mastery of basic competencies, become competent to live a meaningful life, socially aware, prepared for the world of work, globally competitive, and legally employable. Specifically, Section Five (V) under curriculum development, the law as mentioned earlier states that curriculum shall be relevant, responsive, and research-based purposely to address basic problems of the society. At the tertiary level, the Commission on Higher Education (CHED) releases the minimum standards and guidelines on the formulation of the curriculum of the different institutions it supervised. To ensure that quality and responsive curriculum will be developed, each program should have a CHED Memorandum Order that will serve as a basis in the implementation of the program.

Many years ago, researches and curricular reforms were made to improve the formal curriculum which includes the subject competencies, the pedagogy of teaching, learning environment, learners, and resources. However, less attention were made to the Hidden or unplanned curriculum that significantly influences the learner's actual learning and academic resiliency. Hassan (2009) on his study Hidden Curriculum in Higher Education: Linking Theory and Practice state that because less attention is given to hidden curriculum limited empirical evidence exists that looks at aspects of the hidden curriculum, its forms, understandings, and applications. Furthermore, Nami et al. (2013) claimed that most of the recent studies conducted related to curriculum, focuses on the formal curriculum, and less research is done in hidden curriculum underscoring its impact to actual learning and student's success in school.

In contrast, various researchers and curriculum experts argued that schools have universalistic and particularistic hidden aspects that enable a different environment for the students. Although some of them are visible such as syllabi, school time, and exam procedures that might be accepted universalistic, some of them are hidden such as social activities, reward systems that might be accepted particularistic. Furthermore, this hidden curriculum also includes the norms and principles experienced by students throughout their education life. Also, Glatthorn (2000) as cited by Bilbao et al. (2010) in her book Curriculum Development describes that there are seven types of curriculum operating in the school. One of which is the hidden curriculum considered not deliberately planned but may modify behavior or influence learning outcomes. Peer influence, school environment, physical condition, teacher-learner interaction, the mood of the teachers and many other factors make up this hidden curriculum. This may also include the working behavior of the teacher and the non-teaching employees that significantly affect student's stress tolerance, academic motivation, self-confidence, and disposition.

Teachers in various Local Universities and Local Colleges are required to follow and implement the same formal or intended curriculum based on the standard established by the government. However, variability and differences in the delivery and teaching process were evident causing a unique learning experience in these different schools. This variability did not happen accidentally. It is the consequence of the various school factors and practices that occur within the learning institution causing the learner to behave and react differently. As such, considering those different aspects of hidden curriculum might improve students' academic and non-academic performance.

STATEMENT OF THE PROBLEM

This study focuses on the Hidden Curriculum of Local Universities and Local Colleges in Bicol Region, Philippines. This will answer some issues regarding the assumed differences on the aspects of Hidden Curriculum in Local Universities and Local Colleges. School Managers, teachers, and other personnel in the different Higher Education Institutions could also consider the results of the study in

determining various aspects of hidden curriculum that might influence the student's behavior and student's actual academic success. More specifically, this study will;

- determine the level of students' participation in Hidden Curriculum along; Extra-curricular activities, satisfaction in School Physical Facilities, and Teaching and Non-teaching Employees working behavior; and
- test the significant difference among Aspects of Hidden Curriculum.

The study is anchored on the assumption that hidden curriculum exists in the Local Universities and Local Colleges in Bicol Region and on the hypothesis that there is significant difference among aspects of students participation in Hidden Curriculum. The researchers followed statistical and research standards to test their hypothesis.

METHODOLOGY

This study used descriptive and comparative method of research. Descriptive method was used to determine the level of students' participation in Hidden Curriculum along; Extra-curricular activities, Satisfaction in School Physical Facilities, and Teaching and Non-teaching Employees working behavior. On the other hand, comparative method was used to determine the significant difference among aspects students' participation in Hidden Curriculum.

Stratified sampling was used to determine the number of respondents that will be chosen from the selected Local Universities and Local Colleges in Bicol Region. The respondents of the study were the fourth-year students enrolled in the first semester, teachers handling subjects in the tertiary level and non-teaching employees from six (6) Local Universities and Colleges in Bicol Region. A total of fifty (50) fourth year students, fifty (50) teachers and fifty (50) non-teaching employees were surveyed and interviewed. The designed will be distributed to the respondents and selected respondents will be asked for an interview.

RESULTS AND DISCUSSIONS

Students' Participation in Hidden Curriculum

The level of students' participation in Hidden Curriculum along their extra-curricular activities, satisfaction in school physical facilities and satisfaction to teaching and non-teaching working behavior were interpreted and categorized according to the following indicators; needs improvement (1.00-1.79), fair (1.80-2.59), satisfactory (2.60-3.39), very satisfactory (3.40-4.19) and Outstanding (4.40-5.00).

Participation in Extra Curricular Activities

Table 1A showed that students' participation in extra-curricular activities has an overall weighted mean of 4.09 (very satisfactory). Specifically, the respondents best described that leadership activities in the university provide opportunities for the students' to develop perseverance and hard work (4.41) which was considered ranked first among the ten parameters with a rating of outstanding. However, it was also found out that the respondents' believed that multi-faith activities in the university should be improved to meet the

spiritual needs of the students' general population (3.81). It ranked last among the ten parameters with a very satisfactory rating only.

TABLE 1A

PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES

Parameters	Result		
	Mean	Rank	Int
1. Students are happy when they are engrossed in their sports activities.	4.39	2	O
2. Leadership activities provide opportunities for the students to develop perseverance and hard work.	4.41	1	O
3. Students feel inspired while carrying out their socio-cultural activities.	4.27	3	O
4. Students perform many worthwhile things in sport.	3.88	9	VS
5. Cultural activities provide an avenue for the students to develop their talents and skills.	4.22	4	O
6. Students are enthusiastic about their sports activities.	3.94	7	VS
7. The opportunity for growth and promotion exists in the student's organization.	3.90	8	VS
8. Multi-faith activities provide opportunities for spiritual growth and leadership.	4.01	6	VS
9. Multi-faith faith activities meet the spiritual needs of the members.	3.81		
10. The cultural groups foster the value of respect and individual differences.	4.06	5	VS
AVERAGE WM	4.09		VS

These results imply that the respondents' assumed that leadership activities are vital in the development of students' perseverance and hard work and must be one of the thrusts of the university that should be seriously considered. This is also a manifestation that students have an outstanding participation in the different leadership activities and program conducted inside and outside the university. It further implies that the Local Universities and Local Colleges in the Bicol Region have a very good program for the development of leadership skills of the students' through a well-crafted leadership program. They send students to regional, national, and even international conferences aimed in the development of leadership skills of the students. However, it was noted in the result that multi-faith activities should be improved to meet the spiritual needs of the students. This can be associated in the less interest of the students on their spiritual needs which should be considered by the university. Furthermore, the religious diversity in the university causes ambiguity in joining different spiritual activities. This is in the context that every religious group has the leeway to choose and conduct their own spiritual activities that will provide their spiritual and moral needs. This is also an indicator that there are few organizations inside and outside of the university that organizes religious activities which the students can attend to.

Satisfaction in School Physical Facilities

Table 1B showed that students' satisfaction in schools physical facilities has an overall weighted mean of 3.11 with a satisfactory rating. The respondents firmly believed that Local universities and colleges in Bicol Region have classrooms and laboratories which are adequately lighted, ventilated, and equipped with furniture, blackboards and has pleasing atmosphere with a weighted mean of 3.47. This ranked first among the ten parameters and interpreted with a satisfactory rating. On the other hand, the respondents are convinced that availability of internet connections in the university should be improved. It garnered a weighted mean of 2.45 with a fair rating. It was ranked last among the ten parameters.

TABLE 1B

SATISFACTION IN SCHOOLS PHYSICAL FACILITIES

Parameters	Result		
	Mean	**Rank**	**Int**
1. Classrooms and laboratories are adequately lighted and ventilated.	3.47	1	VS
2. The size and number of classrooms are sufficient to accommodate the student's population.	3.31	2	S
3. The classroom is adequately equipped with the furniture, blackboards and with a pleasant atmosphere.	3.47	1	VS
4. Comfort rooms are clean and well kept	3.27	3	S
5. Laboratories are well equipped with sufficient laboratory equipment and apparatus.	3.01	6	S
6. Drinking stations are available for the students to use	2.8	8	F
7. Available internet connections.	2.45	9	F
8. The size of the building is big enough to accommodate the number of students.	3.24	4	S
9. There is a comfortable waiting room or student lounge where individuals can stay a while for their teachers.	2.89	7	S
10. There are large rooms/halls enough for seminars or group sessions.	3.16	5	S
AVERAGE WM	3.11		S

These results show that Local Universities and Local Colleges in the Bicol Region had given enough emphasis in the construction classrooms with adequate ventilation and lighting and also with furniture's, blackboards and pleasing environment to accommodate students and other guests. This becomes possible because of the big amount of budget allocated to local universities and local colleges by the Local Government Units and National Government to construct classrooms that were adequately ventilated, lighted, and with classroom furniture's, blackboards that will provide pleasing environment to the students and which are considered basic requirements in the operation of the university. Furthermore, these local universities and local colleges subject their academic programs to various accreditations that require each university to have good classrooms and facilities for students use. However, the respondents firmly believed

that local universities and colleges in the Bicol Region should improve the availability of good internet connections to cater their academic and personal needs. Information Communication Technology facilities should be upgraded to render excellent internet services for the students and other stakeholders of the university. It was observed that despite the students are required to pay their internet fees, they find it difficult to use the internet services of the school and they believe that the purchase of ICT materials are still lacking. Also, problems with providing good internet services for the students could also be attributed to the lack of excellent services rendered by the different internet service provider. This could be the results of the poor supply of internet connections from the global or international supplier making it difficult for the country to be at par in terms of internet connections with our develop neighboring countries.

Teaching and Non-Teaching Employees Working Behavior

Table 1C showed that Teaching and Non-teaching employees working behavior has an overall weighted mean of 4.08 with a very satisfactory rating. Specifically, it was observed that the teaching and non-teaching employee's demonstrate professionalism at all times which garnered a general weighted mean of 4.19. It ranked first among the ten parameters for the level of working behavior of the teaching and non-teaching employees with a very satisfactory rating. However, it was also noted that the teaching and non-teaching employees find it difficult to convey sense of calm and control at all time with a weighted mean of 3.95 only. It was ranked last among the ten parameters with a very satisfactory rating.

TABLE 1C
TEACHING AND NON-TEACHING EMPLOYEES WORKING BEHAVIOR

Parameters	Result		
	Mean	Rank	Int
1. The teaching and non-teaching employees serve with a smile, greet peers and appropriately dressed.	4.04	6	VS
2. The teaching and non-teaching employees render on-time services.	4.05	5	VS
3. The teaching and non-teaching employees convey a sense of calm and control at all times.	3.95	7	VS
4. The teaching and non-teaching employee's foster and model appropriate behavior to students at all times.	4.05	5	VS
5. The teaching and n0n-teaching employees make the client/students feel important.	4.05	5	VS
6. The teaching and non-teaching employees are motivated to work regardless of the learning condition or environment.	4.15	2	VS
7. The teaching and non-teaching employees handle requests, complaints and solution/s to a problem with flexibility.	4.04	6	VS

8. The teaching and non-teaching employees maintain good rapport and relationship with fellow employees and students.	**4.14**	**3**	**VS**
9. The teaching and non-teaching employees observe professionalism at all times.	**4.19**	**1**	**VS**
10. The teaching and non-teaching employees show patience to students with disruptive behaviors.			
AVERAGE WM	**4.08**		**VS**

These results implies that teaching and non-teaching employees in selected Local universities and Local Colleges in Bicol Region are strictly following the rules and regulations set forth by the civil service commission governing their professional conduct in the workplace. These rules and regulations set the possible sanctions and incentives for the teachers and non-teaching employees. Furthermore, it can also be noted that professional qualifications are always considered first during hiring and promotions of employees. Also, the academic institutions allocate enough budgets for the professional development of the teaching and non-teaching employees making them possible to attend training and seminars that will improve their work as professional employees. But this does not mean that the teaching and non-teaching employees can always demonstrate outstanding personal qualities. It was observed in the results that the teaching and non-teaching employees failed to convey sense of calm and control. This poor conduct of the teachers and non-teaching employees could be attributed to their personal or family problems, heavy workloads with less compensation, pressure in the workplace and even the disrespectful behavior of the students and other clienteles.

Significant Difference among Aspects of Hidden Curriculum

Table 1D showed that among aspects of the hidden curriculum, the computed F-value is 60.84 with a corresponding p-value of .000*** which is less than 0.01 or 1% level of significance. The test indicates that the difference among aspects of hidden curriculum is highly significant.

TABLE 1D
SIGNIFICANT DIFFERENCE AMONG ASPECTS OF STUDENTS' PARTICIPATION IN HIDDEN CURRICULUM

Source	Sum of Squares	Df	Mean Square	F	p-value	F critical value
Hidden Curriculum (Among Groups)	**6.345**	**2**	**3.172**	**60.84**	**.000*****	**3.354**
Within Groups	1.407	27				
Total	7.752	29				

The results imply that in terms of the aspects of the hidden curriculum, a significant difference among each other can be observed. It was inferred that students are very participative in the different extra-curricular activities conducted inside and outside the university but on the other hand, it can also be observed that students are less satisfied on the physical facilities of the school. This can be associated with the good leadership and organizational programs implemented by the school. However, issues on the availability of internet connections, clean comfort rooms, well ventilated and lighted classrooms, and comfortable student pavilions are still confronting the different local colleges and universities in Bicol Region.

These findings were supported by Imperial (2012) in her study entitled Learning Competencies and Teaching Readiness of Prospective Teachers in State Universities and Colleges stated that the different factors that significantly influence teaching readiness were physical facilities, library facilities, teaching skills, instructional methods and materials, teachers commitment, learning activities for State University A; home educational materials for State University B and financial support for all SUCs and family.

One student said during the interview that often times they cannot fully use the Information Communication Laboratory because of the poor internet connections and worst sometimes there were no available internet connections in the university. It was further supported by one faculty who said that they cannot download and search for available instructional materials in the web because of the absence of internet connections.

CONCLUSIONS

Leadership activities are believed to be vital in the development of student's perseverance and hard work. Students have also an outstanding participation in various leadership programs and activities conducted inside and outside the university. Local Universities and Local Colleges in the Bicol Region have a very good program for the development of leadership competencies and skills of the students. However, it was noted that multi-faith activities in the university should be improved to develop the interest of the students on their spiritual and moral needs.

The Local Universities and Local Colleges in Bicol Region have classrooms and laboratories which are adequately lighted, ventilated and at the same time equipped with furniture, blackboards and has pleasing atmosphere to accommodate the students and other clientele. On the other hand, internet connections should be improved and must be available for the students and other clientele use.

Teaching and non-teaching employees of selected Local Universities and Colleges in Bicol Region are strictly following the rules and regulations set forth by the civil service commission governing their professional conduct in the workplace. Professional qualifications are always considered important during hiring and promotions of employees. But, it was observed that the teaching and non-teaching employees failed to convey sense of calm and control in the workplace. This can be attributed to their personal or family problems, heavy workload with less compensation, pressure in the workplace and disrespectful behavior of the students and other clientele.

It was found out in the study, that there is significant difference among aspects of hidden curriculum along student's participation in extra-curricular activities; satisfaction in school physical facilities and teaching and non-teaching employees working behavior were observed.

RECOMMENDATIONS

The researcher recommended that university officials particularly those in the student services department should give emphasis on the various religious activities in the Local Universities and Local Colleges that will provide the spiritual growth and needs of their students. There should be programs that will promote the importance of developing the spirituality of the students that could shape them become better citizen of the country. Furthermore, financial allocation for the religious activities should be given to the different religious organizations that are planning to conduct religious activities regardless of its religious affiliation. There should be partnership between the school and other institutions that is intended for the development of spirituality of the students. A regular orientation on the services offered by the multi-faith department of the university is also recommended. It is highly recommended that the Information Communication Technology facilities should be improved if possibly at par with the different renowned big universities in the Philippines and by following international standards for ICT. Furthermore, there should be negotiations with the different internet service provider and come up with a possible partnership that could at least improve the internet connection in the university. Furthermore, it is also highly recommended that aside from the professional qualifications of the employees, personal qualities should also be tested or considered during hiring. Also, the university officials should plan and conduct annual personality development training and workshop to improve the personal conduct of its employees especially in dealing with students and clients in not so favorable situations in the workplace.

Lastly, it is highly recommended that school officials should guarantee the students that they can provide a conducive place for learning and could effectively deliver the different services needed by the students and other stakeholders..

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