

Research Article

SCHOOL-BASED HIDDEN CURRICULUM MANAGEMENT FRAMEWORK FOR LOCAL UNIVERSITIES AND LOCAL COLLEGES IN BICOL REGION, PHILIPPINES

* Dr. Jayson M. Dañas (Ed.D)

Director, Technology Commercialization and Promotions Division Central Bicol State University of Agriculture, Philippines.

Received 07th June 2025; Accepted 08th July 2025; Published online 25th August 2025

ABSTRACT

The study on the development of a School-Based Hidden Curriculum Management Framework focuses on the relationship of Hidden Curriculum and Students Academic Resiliency. The correlational method of research showed that respondents from selected Local Universities and Local colleges believed that students' level of academic resiliency could be improved by the Hidden Curriculum that exists in the local universities and colleges in the Bicol Region. The results of the study gave deeper emphasis on the importance of hidden curriculum in the operations of any educational institution. This will give constant reminders to school administrators that equally important to the intended or formal curriculum are the hidden or unintended curriculum that influences the students' abilities to succeed in many aspects of their academic endeavors. The constantly changing trends, socio-economic fluctuations, political disagreements, technological development, and paradigm shifts in the educational practices in the academe brought inevitable challenges to the students. Having very good support from the academic society will give them the readiness to overcome these challenges and consequently reach their aspirations as professionals with outstanding contributions to the community.

Keywords: School-Based Hidden Curriculum Management Framework, Students Academic Resiliency, Hidden Curriculum, Local Universities and Local Colleges.

INTRODUCTION

The political landscape and societal milieu in the Philippines are constantly changing. These changes affect the operations of different government agencies including educational institutions. Local Universities and Local Colleges are Higher Educational institutions that are being run by local government units in the Philippines. The leadership, management, and operations of these learning institutions were also affected by the political changes happening in the locality where it is situated. As an institution that is designed to produce quality graduates, sudden changes in its operations and management might affect its services, especially in providing the needed support by its students.

As learning institutions, Local Universities and Local Colleges are believed to be one of the important components of society responsible for preparing people to survive and answer many problems across their time. To ensure these educational institutions perform their gigantic role, laws, regulations, and standards are being established. For instance, the sections 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 respond to society's diverse problems and needs. 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, be 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 the 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 supervises. To ensure that a quality and responsive curriculum will be developed, each program should have a CHED Memorandum Order that will serve as a basis for the implementation of the program.

Many years ago, research and curricular reforms were made to improve the formal curriculum which includes the subject competencies, the pedagogy of teaching, the learning environment, learners, and resources. However, less attention was paid 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.

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

*Corresponding Author: Dr. Jayson M. Dañas (Ed.D),

Director, Technology Commercialization and Promotions Division Central Bicol State University of Agriculture, Philippines.

differently. As such, considering developing a School-Based Hidden Curriculum Management Framework that serves as a model to improve students' academic and non-academic performance is dimmed vital.

STATEMENT OF THE PROBLEM

This study focuses on the development of a School-Based Hidden Curriculum Management Framework for Local Universities and Local Colleges in Bicol Region, Philippines. This will answer some issues regarding the assumed relationship between the Hidden Curriculum and Students' Academic resiliency. School Managers, teachers, and other personnel in different Higher Education Institutions could also consider the results of the study in determining various aspects of students' academic resiliency that might influence the student's behavior and student's actual academic success. More specifically, this study will;

- determine the significant relationship between the students' participation in hidden curriculum and students' academic resiliency; and
- develop a school-based management framework that will improve the Hidden Curriculum and Students' Academic Resiliency in Local Universities and Local Colleges in Bicol Region.

The study is anchored on the assumption that Hidden Curriculum exist, and Students' Academic Resiliency were being possessed by the students in the Local Universities and Local Colleges in Bicol Region and on the hypothesis that there is significant relationship between Hidden Curriculum and Students Academic resiliency. The researchers followed statistical and research standards to test their hypothesis.

METHODOLOGY

This study used correlational method of research. Correlational method was used to determine the significant relationship between Hidden Curriculum and Students Academic Resiliency's.

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

Significant Correlation Between Hidden Curriculum and Students Academic Resiliency

Table 1 shows the results of the test of the significant relationship between aspects of hidden curriculum and aspects of students' academic resiliency using Pearson r Moment of Correlation and Coefficient of Determination.

TABLE 1 SIGNIFICANT RELATIONSHIP BETWEEN THE STUDENTS' PARTICIPATION IN HIDDEN CURRICULUM AND THEIR ACADEMIC RESILIENCY

Hidden Curriculum	Academic Resiliency			Df	Critical r	
	Stress Tolerance	Academic Motivation	Self-Confidence		$\alpha = 1\%$	$\alpha = 5\%$
Extra-Curricular Activities	r	0.535 **	0.504 **	98	0.256	0.197
	r ²	0.286	0.254			
Satisfaction in Schools Physical Facilities	r	0.493 **	0.455 **			
	r ²	0.243	0.207			
Teaching and Non-Teaching Working Behavior	r	0.553 **	0.413 **			
	r ²	0.305	0.171			

Legend:

- r – Coefficient of Correlation
- r² – Coefficient of Determination
- α – Level of Significance
- ** - Highly Significant at 1% and 5% level of Significance

The computed r-values of 0.535, 0.504, and 0.483 between hidden curriculum along extra-curricular activities and aspects of students' academic resiliency were higher than the critical values of 0.256 and 0.197 at 1% and 5%. Therefore, it shows that there is a significant relationship between student's participation in extra-curricular activities and the development of their academic resiliency. It can be noted in the result that among the aspects of academic resiliency, development of student's stress tolerance is highly influenced by the student's participation in extra-curricular activities having 0.286 or 28.62 percent of effect. On the other hand, student's self-confidence was only influenced by the student's participation in extra-curricular activities by 0.483 or 23.32 percent of effect making it as the least influenced by the aspects of academic resiliency. These findings imply that providing appropriate extra-curricular activities would enhance the students' academic resiliency along stress tolerance, academic motivation, and self-confidence. Thus, school officials particularly those in the office of student's affairs and services should come-up with well-crafted plans, programs, and projects that could be implemented to ensure the development of an academically resilient individual. These programs should be monitored and evaluated regularly to enable a good system of feedback that could eventually improve its services.

The computed r-values of 0.493, 0.455 and 0.394 between aspects of the hidden curriculum along satisfaction in schools' physical facilities and students' academic resiliency were higher than the critical values of 0.256 and 0.197 at 1% and 5% level of significance respectively. The test is highly significant; therefore, there is a significant relationship between student's satisfaction in schools' physical facilities and students' academic resiliency. It can be observed that students stress tolerance is highly influenced by the condition of school's physical facilities having 0.243 or 24.3 percent of effect. However, it can also be noted that among aspects of academic resiliency, self-confidence is the least influenced by the student's satisfaction in school physical facilities having a 0.1552 or 15.52 percent of effect. It can be inferred from the results that providing good school physical facilities would be enhanced the students stress tolerance, academic motivation, and self-confidence. Therefore, school officials should ensure that school physical facilities are in good condition to help improve the students' academic resiliency. The size of the classrooms should accommodate the number of students and it should be properly lighted and ventilated. There should be enough number of clean comfort room's student's use. The internet connections must also be available.

The computed r-values of 0.553, 0.413 and 0.447 between the aspects of the hidden curriculum along teaching and non-teaching working behavior and students' academic resiliency were higher than the r-critical values of 0.256 and 0.197 at 1% and 5% level of significance respectively. The test is significant; therefore, there is a significant relationship between the teaching and non-teaching working behavior on the development of students' academic resiliency along stress tolerance, academic motivation, and self-confidence. It can be noted that among aspects of academic resiliency, students' stress tolerance is highly influenced by the teaching and non-teaching employees working behavior having a 0.305 or 30.5 percent of effect. However, it can also be observed that students' academic motivation is the least influenced aspects of academic resiliency by the teaching and non-teaching employees working behavior having a 0.171 or 17.1 percent of effect. These results can be associated with the fact that teaching and non-teaching personnel have a direct supervision or contact with the students concerning their academic concerns. It can be inferred from the results that providing excellent working behavior of the teaching and non-teaching employees could improve the students' academic resiliency. Therefore, teachers and non-teaching personnel should demonstrate excellent professional and personal conduct while they are in the workplace delivering their respective services. They should constantly review the rules and regulations that govern their conduct in the workplace. Furthermore, the university officials should come up with annual personality development activities that will help the employees to improve their professional and personal conduct.

School-Based Hidden Curriculum Management Framework for Local universities and Local Colleges in Bicol Region

The school-based management framework was primarily designed to improve the hidden curriculum and students' academic resiliency in local universities and colleges in Bicol Region. This framework explores the possibilities for a new approach to improve the behavioral manifestations in Hidden Curriculum and consequently to improve the students' academic resiliency. Figure 1 shows the Philosophy, Mission, Vision, Goals, Objectives and Core Values of the of the local universities and colleges that served as a guide in the planning, organizing, leading, monitoring and evaluation of the implementation of the various aspects of Hidden Curriculum as it affects the 21st Century Learner resulting in an academically resilient Filipino Graduates with high stress tolerance, high-self-confidence,

and good academic motivation. It discusses the relationship of the aspects of hidden curriculum to the students' academic resiliency. As per research result on the Hidden Curriculum and Students Academic Resiliency of students in local universities and colleges in Bicol Region, significant parameters describe how each factor illustrates favorable results in the development of academic resiliency. It is suggested that this framework be a tool to be considered by school officials to improve the quality of Students Academic Resiliency through the provisions of meaningful experiences experienced by the students.

The 21st Century Learner

The 21st Century Learner was the center or the heart of the school-based management framework adhering to the modern principle of learning that students are the center of the educative process. Their interest, abilities, skills, talents, social, mental, emotional, spiritual and physical limitations should be considered in the teaching-learning process. It is regarded as 21st century learners because of its unique nature and characteristics compared to other generations of learners.

SCHOOL-BASED MANAGEMENT FRAMEWORK ON HIDDEN CURRICULUM AND STUDENTS ACADEMIC RESILIENCY

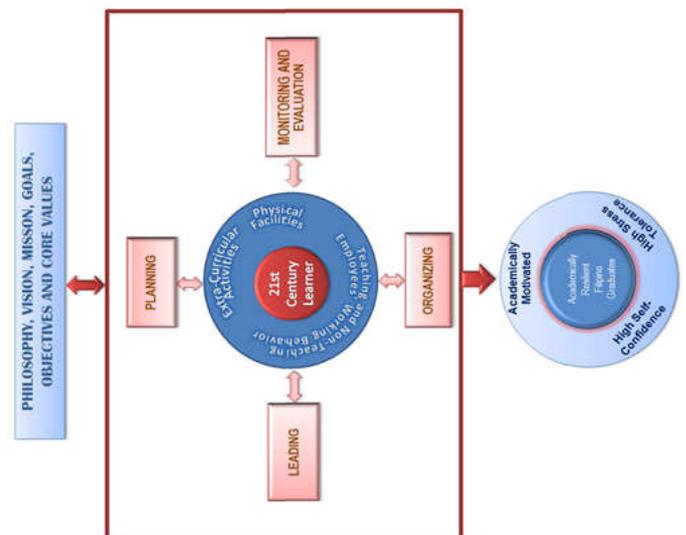


Figure 1 shows that hidden curriculum significantly affects that learners and vital in producing academically resilient Filipino Graduates with high-stress tolerance, high selfconfidence, and good academic motivation.

Aspects of Hidden Curriculum

1. **Extra-Curricular Activities** - These refers to the extent of participation of students in sports, organizational, leadership, and socio-cultural and multi-faith activities.
2. **School Physical Facilities** - This pertains to the building size, building designs, locations of the various buildings or offices and IT facilities in the university.
3. **Teaching and Non-teaching Employees Working Behavior**- These pertain to the teaching and non-teaching employees' work ethic, work motivation and work attitude while performing their work functions.

The findings of the study showed that these aspects have a significant influence on the development of the students' academic resiliency. Specific parameters were considered to determine the degree of its effect to academic resiliency.

Philosophy, Mission, Vision, Goals, Objectives and Core Values

This will guide the implementation of the Hidden Curriculum in the university to ensure that every activities or program implemented are leading towards the attainment of the targets and objectives of the university.

Process and Functions of Management

1. Planning is regarded as the prime function of management wherein it involves the determination of the mission, goals, targets, and various activities to achieve them. The basic purpose of planning is to make the best possible results in the implementation of the Hidden Curriculum using the least possible resources of the institution.

During the planning phase, the university officials will review their targets aligned to the mandate given by the government set by its own governing body. The planning will commence from reviewing the Philosophy, Vision, Mission, Goals, Objectives and Core values of the university to ensure that all the activities concerning the development of the student’s resiliency will be catered based on the guiding rules and regulation of the university. Second, checking of the physical facilities of the university will be done to assess if it is adequate and available for the use of the students and other clientele. Third, they should review their targets in the implementation of the university’s student affairs and services department that will give feedback regarding to the present status of the different extra-curricular activities being participated by the students. Lastly, the customers’ satisfaction rating and feedback will be used to determine appropriate programs and activities that will help to improve the teaching and non-teaching employees working behavior. Budget approval is highly necessary to finance all the possible expenses on the different activities that geared towards the attainment of the targets.

The long-term planning will be scheduled during the last quarter of the previous academic year to ensure that enough time will be allocated to refine all the targets, programs, and activities to be implemented for the upcoming academic year. However, there will also short term plans designed every quarter of the year to ensure that specific targets for the year will be achieved. The officials could also facilitate weekly and monthly plan to verify if the quarterly plans and targets were achieved.

2. Organizing is the process of identifying the major activities, arranging and allocating the work, resources, and authority among the members of the university to achieve the university goals.

After the deliberation of the plans, university officials will now identify the different employees that will be involved and the different major activities that will be conducted. For the physical facilities, the Physical Plant Director and its personnel could be tasked to review the present status of the Physical facilities and could come-up with a tangible report that could serve basis for the decision making. Also, The Human Resource Management Officer and the Human Resource Development Director could also be tasked to come up with the report regarding the professional and personal conduct of the employees. The report will serve as a basis in identifying programs and activities that will suffice the areas to be improved by the employees. Furthermore, the Student Affairs Officials and personnel could also be assigned to plan and check the different extra-curricular activities participated by the students. All the personnel of the different departments should be placed in the appropriate group that will implement the plans and targets to lessen the overlapping of works and functions.

Figure 2 shows the sample organizational structure that can be adopted by university officials in organizing all the personnel or individuals responsible for the implementation of the Hidden Curriculum in the university. It is a simplified organizational structure of a University showing that there could be a possible office under the direct supervision of the office of the president that will plan and monitor of the implementation of the Hidden Curriculum across offices and departments. This will give immediate feedback to the president regarding the status of the Hidden Curriculum that manifested in the institution. This office will specifically monitor the teaching and non-teaching employees working behavior, satisfaction of the clients to the school physical facilities, and students’ participation in extra-curricular activities that will contribute in the development of an academically resilient graduate. This office will not overlap with other offices because its focus is on the implementation of the hidden curriculum that exists among the offices and units in the university. Furthermore, the office will utilize the proposed school-based hidden curriculum management framework to effectively address some of the issues and problems that were experienced by the students and other clients. The personnel in-charge in the office will work hand in hand with the other assigned personnel in the various offices to ensure that the expected services were being delivered to the students.

PROPOSED ORGANIZATIONAL STRUCTURE FOR THE IMPLEMENTATION OF HIDDEN CURRICULUM

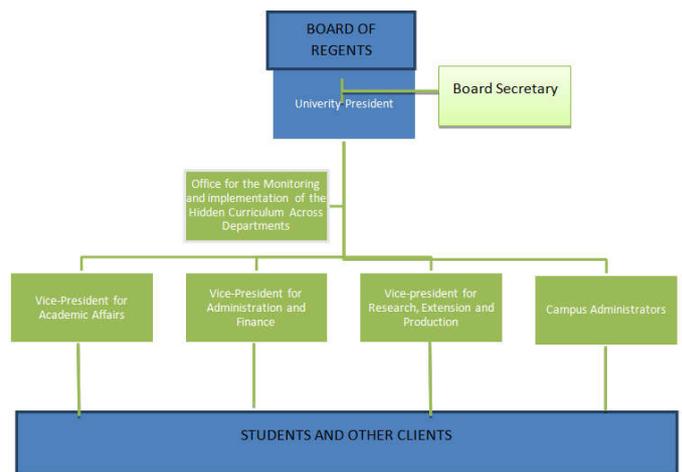


Figure 2 shows the sample organizational structure of the university where an office to plan and monitor the implementation of the Hidden Curriculum was established under the direct supervision of the office of the university president.

3. Leading is the essential managerial function where the exact implementation of plans is carried on. It concerns the process of instruction, guiding, influencing, and motivating the school personnel to have commendable personal conduct while they are doing their task in School.

In the leading phase, the officials and top managers of the institution will oversee the implementation of the different projects and programs. They should ensure that the activities are implemented according to the institutional plans and targets. Giving of commendations and work incentives could also be designed to motivate the employees to improve their work and motivation. There should be proper documentation and recording of the different activities to provide avenues for feedback and evaluation of the work. As managers and leaders in the university, they should demonstrate outstanding professional and personal characteristics or traits to be emulated by the other school personnel. As to the professional characteristics, school managers and leaders should be a good

example of giving importance to professional growth that could spur quality and excellence of services. Also, managers and leaders should have a very good personality that could be imitated by other personnel. They should demonstrate outstanding passion, love, and motivation to work. If rank and file personnel perceive that school managers are motivated to work, they will likewise become motivated to improve their services that will ultimately benefit the clientele.

4. Monitoring and Evaluation are the activities regularly conducted to effectively monitor and evaluate the implementation of the various aspects of Hidden Curriculum that make up the favorable and unfavorable experience experienced by the students while in the university. This will provide avenues of opportunities to improve the services rendered by the school officials, teachers, non-teaching employees and the academic community. This monitoring and evaluation phase will be used to check if the targets of the institutions were attained or not. Refinement of the process, programs, and projects could only be done by having a very good way of monitoring and evaluation.

Aspects of Academic Resiliency

High Stress Tolerance – This pertains to the ability of the students to cope with the financial demands of the subjects, balance between work and studies, discuss problems with their parents, handle peer pressure and bullies and manage boredom and anger while in school. High-stress tolerance can be increased if the university could provide a conducive learning environment for the students. Well lighted and ventilated classrooms can help the students feel relaxed while they are doing their academic classes and other related works.

Academic Motivation – This refers to the student's enjoyment while doing task in school, study habit, positive outlook towards their selves, participation in class, avoid discouragement from classmates and teachers, excitement about learning and ability to cope-up with the expectation of their teachers. The teaching and non-teaching employees working behavior could significantly affect the students' academic motivation. Teachers and non-teaching personnel should be very careful in their behavior and they should be a very good model to be followed and imitated by the students. Their hard work and outstanding personal conduct in the workplace might serve as a good example to the students as they prepare their selves in the world of work.

High Self Confidence – This pertains to the students feeling about their worth, ability to mingle with friends, not worrying in living with the standards of others, confidence to stand in public meetings, and optimism to finish work on time. To improve the student's level of self-confidence they should be encouraged to join various extra-curricular activities that could provide them opportunities to express their selves and ideas. The Office of Student Affairs should have a very program of conducting extra-curricular activities that will help the students develop their personality especially their self-confidence.

These aspects of academic resiliency are the qualities of an Academically Resilient Filipino Graduates. These individuals have outstanding abilities to face problems and challenges across their time. They are not easily discouraged by the negative outcomes of their decisions yet can demonstrate outstanding traits of a Resilient Filipino.

CONCLUSIONS

There is a significant relationship between student's participation in extra-curricular activities and the development of their academic

resiliency. Among the aspects of academic resiliency, development of student's stress tolerance is highly influenced by the student's participation in extra-curricular activities having .286 or 28.62 percent of effect. On the other hand, student's self-confidence is only influenced by the student's participation in extra-curricular activities by 0.483 or 23.32 percent of effect making it as the least influenced by the aspects of academic resiliency. Providing appropriate extra-curricular activities would enhance the students' academic resiliency along stress tolerance, academic motivation, and self-confidence.

The students stress tolerance is highly influenced by the condition of school's physical facilities having 0.305 or 30.5 percent of effect. However, it can also be noted that among aspects of academic resiliency, academic motivation is the least influenced by the student's satisfaction in school physical facilities having a 0.171 or 17.1 percent of effect. It can be inferred in the results that providing good school physical facilities would enhance the students stress tolerance, academic motivation, and self-confidence.

There is a significant relationship between the teaching and non-teaching working behavior on the development of students' academic resiliency along stress tolerance, academic motivation, and self-confidence. Among aspects of academic resiliency, students' stress-tolerance is highly influenced by the teaching and non-teaching employees working behavior having a 0.305 or 30.5 percent of effect. However, students' academic motivation is the least influenced aspects of academic resiliency by the teaching and non-teaching employees working behavior having a 0.171 or 17.1 percent of effect. These results can be associated to the fact that teaching and non-teaching personnel has a direct supervision or contact with the students concerning their academic concerns. Also, providing excellent working behavior of the teaching and non-teaching employees could improve the students' academic resiliency.

School-Based Management framework should be developed to highlight the importance of some aspects of Hidden Curriculum in the academic resiliency of the students.

RECOMMENDATIONS

The administration should come up with a very good program for student's extra-curricular activities such as creations of a sports club, debating teams, cultural groups, and leadership clubs that would help the students to improve their academic resiliency specifically the student's level of self-confidence. The university should provide good physical facilities by adhering to the national and international standards for the utilization of school infrastructure. The size of the classrooms should be enough to accommodate the number of students and should be properly lighted and ventilated. Monitoring and evaluation of teaching and non-teaching employees work attitude, work motivation, and work ethic should be done by the school officials to ensure that their behavior is in accordance with the rules and regulations governing the professional and personal conduct of an employee. There should be programs, seminars, training, and workshops designed to improve the employee's personality and professional conduct.

Also, it is highly recommended that Higher Education Institutions specifically Local Universities and Local Colleges adopt the developed school-based management framework on the hidden curriculum and students' academic resiliency as a tool to improve the students' academic resiliency giving them higher possibility to succeed in various academic endeavor.

REFERENCES

- Lucas et.al. (2014). "Facilitating Learning: A Metacognitive Process. (Lorimar Publishing Incorporated).
- Purita P. Bilbao et.al. (2008) "Curriculum Development." (Lorimar Publishing Incorporated).
- CHED Memorandum Order (CMO) No. 20, Series of 2011, Policies and guidelines for the Use of Income, Special Trust Fund and Program Receipts and Expenditures of SUC's
- Ariani et.al. (2016) "The Effects of School Design on Students Performance. Canadian Center of Science and Education. <http://www.ccsenet.org/journal/index.php>
- Aminuddin Hassan, (2009) "Hidden Curriculum In Higher Education: Linking Philosophy to Practice." Retrieved December 12, 2015.
- Mitze R. Panuelo. (2016) " Hidden Curriculum and Pupils Learning Behavior. Unpublished Thesis. University of Nueva Caceres, School of Graduate Studies.
- Joseph Eitel, (2015) "Factors Affecting Early Child Development." www.livestrong.com.
- Ariani et.al. (2016). "The Effects of School Design on Students Performance. Canadian Center of Science and Education. <http://www.ccsenet.org/journal/index.php>
- Joseph Eitel, (2015) "Factors Affecting Early Child Development." www.livestrong.com.
- Fulya Damla Kentli, (2010) "Comparison of Hidden Curriculum Theories." European Journal of Educational Studies
