

THE HIDDEN CURRICULUM AND ITS INFLUENCE ON STUDENT BEHAVIOR IN URBAN SCHOOLS IN TARABA STATE

DANBURAM, IBRAHIM UMARU (Ph.D)

Department of Arts Education, Faculty of Education
Taraba State University, Jalingo, Taraba State, Nigeria
Tel: +2348032257537

SALEH GODWIN JAMES

Department of Educational Foundation, Faculty of Education
Taraba State University, Jalingo, Taraba State, Nigeria
Tel: +2348138236307

&

DANIEL D. ZADING (Ph.D)

Department of Arts Education, Faculty of Education
Taraba State University, Jalingo, Taraba State, Nigeria
Tel: +2348066589106

ABSTRACT

This study investigated the influence of the hidden curriculum on student behavior in urban public secondary schools in Taraba State, Nigeria. Specifically, it aimed to identify the key elements of the hidden curriculum and explore its impact on students' academic and non-academic behaviors. Guided by two research questions and corresponding null hypotheses, the study employed a survey research design. Data were collected using a validated 25-item questionnaire from a stratified random sample of 200 respondents (150 students and 50 teachers) across 10 public secondary schools in Jalingo. Descriptive statistics and chi-square analyses were used to analyze the data. The findings revealed that key elements of the hidden curriculum—including teacher behavior, peer interactions, and unwritten school norms—significantly influence student behavior and have a substantial impact on both academic and non-academic outcomes. These results underscore the importance of recognizing and strategically managing the hidden curriculum to enhance student development. Recommendations include increasing teacher awareness, fostering positive peer interactions, and aligning informal school practices with formal educational goals.

Keywords: hidden curriculum, student behavior, teacher influence, urban schools, academic performance, peer interactions.

Introduction

The education sector in Nigeria has undergone significant transformations over the years, with a growing emphasis on improving the quality of education and enhancing students' performance. It plays a vital role in shaping the future of the country, with schools serving as institutions that not only impart knowledge but also influence the social, emotional and moral development of students. Beyond the formal curriculum, schools convey unwritten, informal, and often unintended lesson that can have a profound impact on students' values, attitudes

and behaviors (Anderson & Stillman, 2020). This phenomenon is known as the hidden curriculum, and it can shape students' experiences and performance in ways that may not be immediately apparent. Martinez and Singh (2022) postulate that in Nigeria, urban schools face unique challenges that influence the hidden curriculum such as overcrowded classrooms, inadequate infrastructure, and socio-economic disparities can all contribute to a complex learning environment that shapes students' experiences and performance.

The lack of attention to the hidden curriculum is significant, as it can have profound influence on students' performance. Ornstein and Hunkins (2018) state that the hidden curriculum can shape students' values, attitudes and behaviors in ways that can influence their ability to succeed in school and beyond. Kumar and Evans (2023) affirm that despite these efforts, Nigeria schools, particularly in urban areas, continue to face numerous challenges that influence the teaching and learning process. One of the critical aspects that has received limited attention is the hidden curriculum, which refers to unwritten, informal and often unintended lessons that students learn in schools. In urban schools in Taraba State, the hidden curriculum subtly transmits societal values and norms that shape students' perceptions and behaviors beyond the formal syllabus. It reinforces social stratification as students from affluent backgrounds often receive favorable treatment, implicitly teaching class-based hierarchies. Okeke (2017) explains that gender roles are perpetuated through teacher expectations that promote male leadership and female passivity. A strong emphasis on discipline cultivates conformity and obedience, discouraging critical thinking. The dominance of English as the language of instruction marginalizes indigenous languages and cultures, promoting cultural assimilation (Ogunyemi & Olatunji, 2015). More so, subtle religious bias in school activities can alienate students from minority faiths and, the focus on academic performance and competition fosters a belief in meritocracy, often ignoring systemic inequalities that affect student outcomes.

According to Adeyemi (2018), the impact of the hidden curriculum is significant, influencing both academic and non-academic aspects of student development. Academically, students internalize expectations around performance, discipline, and competition, which can motivate high achievers but discourage those who struggle, thereby reinforcing inequality. For instance, the emphasis on obedience and rote learning may suppress creativity and critical thinking, leading students to prioritize memorization over deep understanding. Furthermore, favoritism based on class or gender can diminish students' confidence and engagement, with marginalized groups often becoming disillusioned or disengaged (Eze & Obikeze, 2020). Non-academically, the hidden curriculum shapes identity formation, social behavior, and interpersonal relationships. Students absorb unspoken rules about authority, gender roles, and social hierarchy, which influence their self-perception and interactions with peers. The reinforcement of traditional gender norms can limit aspirations particularly for girls while exposure to religious or cultural bias can result in social exclusion or conflict. Abdu (2019) states that over time, these lessons contribute to broader socialization processes that extend far beyond the classroom, shaping students' worldview and their integration into society.

Teachers play a pivotal role in transmitting the hidden curriculum in urban schools, often unconsciously influencing students through their actions, expectations, and interactions. Through classroom management, teaching styles, and verbal or non-verbal cues, they convey

values such as obedience, punctuality, competition, and conformity. Adeyemi (2018) affirms that by rewarding students who comply and discouraging those who question authority, teachers promote compliance at the expense of critical thinking. They may also perpetuate gender stereotypes by encouraging boys to take leadership roles while expecting girls to be more passive or nurturing.

Umar (2016) stresses that the use of English as a privileged medium of instruction often marginalizes students who are more fluent in local languages, devaluing indigenous cultures. Teachers' attitudes toward students from different socio-economic or religious backgrounds may also reinforce biases, further embedding social hierarchies and divisions within the school environment. Abdu (2019) reports that through these practices, teachers become key agents in the transmission of the hidden curriculum, shaping students' experiences in ways that deeply influence their academic outcomes and social identity. It is against this background that the researcher intends to investigate the hidden curriculum and its influence on student behavior in urban schools in Taraba State

Statement of the Problem

In recent years, there has been increasing interest in understanding the factors that influence student behavior and academic performance in schools. While formal curricula are well-defined and studied, the hidden curriculum the unspoken, implicit lessons students learn through school environments, teacher attitudes, peer interactions, and institutional practices remains an underexplored area in educational research, especially in urban schools in Taraba State. The hidden curriculum can shape students' social behaviors, values, attitudes, and overall approach to learning, often in ways that are not explicitly acknowledged by educators or policymakers. In urban schools in Taraba State, it is unclear how the hidden curriculum influences student behavior, particularly with regard to social relationships, respect for authority, and overall school culture. Moreover, the role of teachers and the school environment in transmitting these unspoken lessons has not been sufficiently explored. As such, there is a gap in understanding how hidden curriculum elements contribute to or hinder students' academic achievement, social integration, and personal development. This study seeks to fill this gap by examining the nature, scope, and influence of the hidden curriculum on student behavior in urban schools in Taraba State. It will also explore how teachers contribute to the transmission of these implicit lessons and how students' behavior is shaped by these unspoken educational processes. Understanding the impact of the hidden curriculum is critical for improving both the academic and social outcomes of students in these schools and for developing strategies to address any negative consequences that may arise from it.

Purpose of the Study

The purpose of this study is to investigate the Hidden Curriculum and Its Influence on Student Behavior in Urban Schools in Taraba State.

Specifically, the study sought to:

1. Identify the key elements of the hidden curriculum in urban schools in Taraba State.
2. Explore the influence of the hidden curriculum on students' academic and non-academic behavior.

Research Questions

The following research questions guided the study:

1. What are the key elements of the hidden curriculum in urban schools in Taraba State?
2. How does the hidden curriculum influence students' academic and non-academic behavior in urban schools?

Hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance:

1. Key elements of hidden curriculum has no significant influence on students' academic and non-academic behavior in urban schools in Taraba State.
2. Hidden curriculum has no significantly influence on students' academic and non-academic behavior in urban schools in Taraba State.

Review of Related Literature

This section reviewed the literature which is pertinent and relevant to the study

Concept of Hidden Curriculum

The hidden curriculum refers to the unwritten, informal, and often unintended lessons that students learn in school. These lessons can shape students' values, attitudes, and behaviors in ways that may not be immediately apparent. The hidden curriculum can be influenced by a range of factors, including teachers-students interactions, peer relationships, and the schools culture and policies. (Anderson & Stillman, 2020). While the formal curriculum outlines the subjects and content to be covered, the hidden curriculum operates beneath the surface: in the routines, policies, and physical layout of the school. For instance, the ways in which classrooms are arranged and how time is scheduled can implicitly communicate priorities about orderliness, competition, or collaboration. Anderson and Stillman (2020) expresses that in this sense, students learn what behaviors are rewarded or discouraged long before any explicit instruction on those behaviors occurs and at the level of teacher-student interactions, the hidden curriculum is conveyed through subtle cues such as tone of voice, body language, and selective feedback. When teachers consistently call on certain students, praise specific forms of participation, or emphasize punctuality and neatness, they send powerful messages about whose voices are valued and what forms of engagement are deemed "appropriate" (Martinez & Singh, 2022).

Similarly, institutional structures-such as tracking systems, disciplinary policies, and standardized testing regimes-signal which types of knowledge and behaviors the school deems most important, thereby shaping students' attitudes toward learning and authority. Anderson and Stillman (2020) points out that peer cultures and informal social interactions play a central role in the hidden curriculum. Friend groups, lunchtime cliques, and playground hierarchies establish unwritten rules around inclusion, identity, and power (Lee, 2021). Through these peer-driven dynamics, students internalize norms related to conformity, resistance, and social status-often replicating broader societal patterns of inequality and privilege. Patel and Roberts (2023) aver that the hidden curriculum shapes students' social and moral development alongside academic learning, it can either reinforce or undermine the stated goals of the formal curriculum, particularly when the unspoken lessons conflict with the school's overt educational aims.

Student Behavior

Student behavior encompasses the range of observable actions, reactions, and interactions that learners exhibit within educational settings, reflecting both their academic engagement and social conduct (Smith & Brown, 2020; Carter, 2021). Academically oriented behaviors such as attentiveness, note-taking, contribution to discussions, and timely completion of assignments signal a student's active engagement with the curriculum. In contrast, off-task behaviors like side conversations, daydreaming, or refusal to participate often indicate unmet needs, lack of motivation, or external stressors. Smith and Brown (2020) posit that both positive and challenging behaviors provide critical feedback to educators about the effectiveness of their instructional strategies and classroom environment. Individual student characteristics such as self-regulation skills, intrinsic motivation, prior academic knowledge, and socio-emotional competencies interact dynamically with contextual factors like classroom climate, teacher expectations, and peer influence to shape behavior (Carter, 2021; Nguyen & Li, 2022).

A classroom culture that emphasizes clear routines, respectful communication, and collaborative learning opportunities tends to foster prosocial behaviors, including cooperation, empathy, and persistence when faced with challenging tasks (Nguyen & Li, 2022). Conversely, environments marked by inconsistent rules, punitive discipline, or negative peer dynamics can contribute to increased disruptions, absenteeism, and declines in academic achievement. Carter (2021) maintains that contemporary shifts toward blended and online learning environments have introduced new dimensions of student behavior, such as digital engagement patterns, online collaboration etiquette, and self-directed time management. Kumar and Evans (2023) postulate that in virtual settings, indicators of positive behavior include timely logins, active participation in discussion forums, and effective use of digital tools for group work. Conversely, digital distractions and technical disengagement can hamper learning and necessitate different management approaches-such as structured check-ins and digital-wellbeing guidance (Kumar & Evans, 2023).

Understanding and addressing student behavior holistically is essential for maximizing learning outcomes and maintaining an effective classroom climate. Through systematic observation, data collection (e.g., behavior tracking charts), and reflective analysis, educators can identify patterns and triggers for both positive and negative behaviors. Targeted interventions like behavior-specific praise, peer-mediated support, and self-monitoring strategies empower students to develop self-regulation and social-emotional skills, thereby promoting a more inclusive and productive learning environment

Elements of the Hidden Curriculum in Urban Schools in Taraba State

In urban schools, teacher expectations and interactions form a foundational element of the hidden curriculum. Subtle cues-such as which students are called upon most often, the tone and frequency of praise or correction, and the forms of participation that are encouraged-communicate powerful messages about whose voices matter and what behaviors are valued (Anderson & Stillman, 2020; Martinez & Singh, 2022). In large, diverse classrooms typical of many urban settings, these unspoken signals can significantly influence students' self-confidence, sense of belonging, and willingness to engage in learning activities. Equally influential are the peer networks and social hierarchies that emerge within the school environment. Informal friendship groups establish norms around language, dress, and social

roles, often mirroring broader community dynamics while also carving out their own rules of inclusion and exclusion. Patel and Roberts (2023) note that through participation in these networks, students internalize unwritten codes of conduct-learning which behaviors earn acceptance, which incurs marginalization, and how to navigate social status thereby shaping their identities and social skills.

The way disciplinary practices and school policies are implemented further conveys implicit lessons about authority and compliance. Urban schools frequently employ standardized rules such as strict uniform codes, tardiness penalties, and routine hall monitoring that can inadvertently signal low expectations for certain groups of students. Anderson and Stillman (2020) aver that when enforcement is inconsistent or disproportionately targets particular demographics, learners receive covert messages about power dynamics and their own agency within the school community (Martinez & Singh, 2022).

The physical and symbolic environment of an urban school also carries hidden curricular weight. Classroom layouts, hallway displays, and the presence or absence of culturally relevant artwork and student work send silent messages about whose cultures and contributions are honored (Lee, 2021). Well-maintained, student-centered spaces imbued with local cultural imagery foster a sense of pride and ownership, whereas neglected or overly standardized facilities may communicate detachment and devaluation. Therefore, access to resources and opportunities implicitly teaches students about their place in the school's social hierarchy. In resource-constrained urban settings, uneven distribution of textbooks, technology, advanced coursework, and extracurricular programming can reinforce social stratification (Martinez & Singh, 2022). Students learn, often unconsciously, which behaviors and backgrounds are rewarded with enrichment and support, and which are overlooked shaping their aspirations, motivation, and long-term educational trajectories.

Influence of the hidden curriculum on students' academic and non-academic behavior.

The hidden curriculum profoundly shapes students' academic behaviors by transmitting implicit standards of participation, achievement, and intellectual engagement. For example, when teachers unconsciously privilege certain learning styles such as valuing rapid recall over analytical discussion they send covert messages about which cognitive skills matter most (Smith & Brown, 2020; Lee, 2021). Students pick up on these cues and adjust their efforts accordingly: some become more willing to take intellectual risks or ask higher-order questions, while others may retreat into surface-level strategies to secure praise and avoid negative feedback. Anderson and Stillman (2020) report that these patterns of reinforcement and omission contribute to the development of academic self-efficacy or, conversely, learned helplessness, influencing persistence on challenging tasks, choice of academic pathways, and ultimately, measurable achievement outcomes (Patel & Roberts, 2023).

Simultaneously, the hidden curriculum molds non-academic behaviors by guiding students' social interactions, sense of belonging, and attitudes toward school norms. Disciplinary routines such as how tardiness is addressed or how uniform infractions are enforced impart unwritten lessons about respect for authority, personal responsibility, and acceptable conduct. Nguyen and Li (2022) state that in many urban settings, where disciplinary measures can be inconsistently applied students learn to navigate complex power dynamics, sometimes

internalizing mistrust or adversarial stances toward school rules. At the same time, peer networks and extracurricular groupings communicate subtle hierarchies of inclusion: students observe which social behaviors yield acceptance, leadership opportunities, or exclusion, and adapt their non-academic conduct such as collaboration style, conflict resolution tactics, and risk of social conformity accordingly (Lee, 2021; Patel & Roberts, 2023).

Together, these academic and non-academic dimensions of the hidden curriculum interact to shape the whole student experience. When implicit academic messages align with supportive non-academic norms such as when collaborative, inquiry-based learning is reinforced both in lesson design and peer group validation students are more likely to develop resilient learning identities and positive school attachment (Smith & Brown, 2020). Conversely, misalignments where rigorous academic expectations clash with punitive social norms or fragmented peer cultures can undermine motivation, foster disengagement, and contribute to behavioral issues. Recognizing these interdependencies allows educators to critically assess and reshape the hidden curriculum through reflective practice, equitable disciplinary policies, and inclusive peer-mentoring programs to support both the academic growth and socio-emotional well-being of all learners.

Methodology

Descriptive survey design was adopted for the study. The population of the study comprised Three thousand five hundred (3500) teachers from public urban schools in 16 local government areas in Taraba State. A sample of 200 respondents 150 students and 50 teachers from fourteen (14) public urban schools in Taraba State. Stratified random sampling technique was used to select the sample size because the population was heterogeneous. A 10-item structured questionnaire developed by the researchers titled “Hidden curriculum and student behavior questionnaire (HCSBQ)” was used for data collection. The questionnaire was validated by experts in the Department of Educational Foundations and Tests and Measurement from the Faculty of Education Taraba State University Jalingo, Taraba state. The questionnaire was trial tested using 20 students and 10 teachers from Public Secondary schools that were not part of the sample population. The data collected was analysed using Cronbach Alpha correlation co-efficient which yielded 0.86. The coefficient indicated high internal consistency which proved that the instrument was reliable to be used for field work. The data collected was analyzed using simple descriptive statistics of mean and standard deviation to answer research questions. A mean cut-off point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as been significant while any mean score below 2.50 was rejected as not been significant. The research hypotheses were tested using Chi-Square of goodness of fit at 0.05 level of significance.

Results and Findings

Research Question One:

What are the key elements of the hidden curriculum in urban schools in Taraba State?

Table 1:

Mean Rating and Standard Deviation of Respondents of the key Elements of the Hidden Curriculum in Urban Schools

Item No	Items Description	SA	A	D	SD	$\bar{X}$	Std	Decision
1	Teacher behavior influences the socialization of students	72	76	31	21	2.99	0.97	Accepted
2	Peer influence affects students' attitudes and behaviors	87	64	33	16	3.11	0.96	Accepted
3	School discipline policies shape student behavior	101	52	32	15	3.20	0.97	Accepted
4	Unwritten academic competition rules impact student achievement	84	78	21	17	3.14	0.83	Accepted
5	Teacher-student power dynamics influence student engagement	99	66	30	5	3.29	0.82	Accepted
Cluster Mean/Standard Deviation						3.11	0.91	Accepted

Source: Field Survey, 2025

Table 1 shows that the mean ratings for items 1-5 were above the cut-off point of 2.50. The cluster mean of 3.11 with the standard deviation of 0.91 is above the cut-off point of 2.50. This implies that the key elements of the hidden curriculum in urban schools in Taraba State, such as teacher behavior, peer influence, school discipline policies, unwritten academic competition rules, and teacher-student power dynamics, significantly influence student socialization, behavior, achievement, and engagement.

Research Question Two:

How does the hidden curriculum influence students' academic and non-academic behavior in urban schools?

Table 2:

Mean and Standard Deviation of the Hidden Curriculum Influence Students' Academic and Non-Academic Behaviors in Urban Schools

Item No	Item Description	SA	A	D	SD	$\bar{X}$	Std	Decision
6	The hidden curriculum influences students' approach to academic challenges	112	63	20	5	3.41	0.77	Accepted
7	Informal school practices shape students' behavior outside of the classroom	131	52	14	3	3.56	0.69	Accepted

8	Peer relationships have a significant impact on students' academic success	48	122	15	15	3.01	0.79	Accepted
9	The unwritten rules of the school environment affect students' participation in extracurricular activities	83	62	49	6	3.10	0.88	Accepted
10	Hidden social norms in school influence student engagement in both academic and non-academic	74	64	49	13	3.00	0.94	Accepted
Cluster Mean/ Standard Deviation						3.22	0.82	Accepted

Source: Field work, 2025

Table 2 shows that the mean ratings for items 6-10 were above the cut-off point of 2.50. The cluster mean of 3.22 with the standard deviation of 0.82 is above the cut-off point of 2.50. This implies that the hidden curriculum significantly influences students' academic and non-academic behavior in urban schools. Factors such as informal school practices, peer relationships, unwritten school rules, and hidden social norms shape students' academic approaches, participation in extracurricular activities, and overall engagement in both academic and non-academic areas. Chi-square was used in testing the hypotheses at 0.05 alpha levels of significance.

Hypothesis one:

There are no significant key elements of the hidden curriculum affecting student behavior in urban schools in Taraba State.

Table 3:

Chi-Square Test of key Elements of the Hidden Curriculum Affecting Student Behaviour in Urban Schools in Taraba State

	Observed N	Expected N	Df	Level of Sign	Chi- Square	P. Value	Decision
Strongly Agree	81	50	3	0.05	95.0.9	0.00	Significant
Agree	76	50					
Disagree	24	50					
Strongly Disagree	19	50					

Table 3 reveals that the chi-square value is 95.09 at Df = 3; $P = 0.00 < 0.05$. Since the probability value of 0.00 is less than the alpha level of 0.05, this shows that the null hypothesis, which states that there are no significant key elements of the hidden curriculum affecting student

behavior in urban schools in Taraba State, is rejected. This indicates that key elements of the hidden curriculum significantly affect student behavior in urban schools in Taraba State.

Hypothesis Two:

There is no influence of the hidden curriculum and students' academic and non-academic behaviors in urban schools in Taraba State

Table 4:

Chi-Square Test of Respondents of Influence of the Hidden Curriculum on Students' Academic and Non-Academic Behaviour in Urban Schools

Opinion	Observed N	Expected N	Df	Level of Sign	Chi-Square	P.Valvu	Decision
Strongly Agree	88	50	3	0.05	73..76	0.00	Significant
Agree	67	50					
Disagree	30	50					
Strongly Disagree	15	50					

Table 4 reveals that the chi-square value is 73.76 at Df = 3; $P = 0.00 < 0.05$. Since the probability value of 0.00 is less than the alpha level of 0.05, this shows that the null hypothesis, which states that there is no influence of the hidden curriculum on students' academic and non-academic behavior in urban schools in Taraba State, is rejected. This indicates that the hidden curriculum significantly influences students' academic and non-academic behavior in urban schools in Taraba State.

Discussion of Findings

Base on the analysis of research questions and testing the hypotheses, the following findings were organized and discussed here for ease of understanding.

The first finding of the study revealed that elements of the hidden curriculum significantly affect student's behavior in urban schools in Taraba State. This finding is in line with the views of Apple (2017) who observes that the hidden curriculum, such as teacher behavior and peer interactions, plays a crucial role in shaping student behavior. Similarly, Giroux (2018) maintains that informal rules and norms within the school environment significantly influence how students engage with each other and their school community. This study confirms that in urban schools in Taraba State, elements like teacher behavior, peer influence, and the unwritten rules that govern the school environment have a significant impact on student behavior.

The second finding of this study revealed that the hidden curriculum significantly influences students' academic and non-academic behavior. This finding corroborate with the opinion of Ogunyemi and Olatunji (2015) who maintains that hidden social norms in schools have a

profound impact on students' participation in both academic and extracurricular activities. In another support to the finding, Giroux (2018) states that informal practices and peer relationships greatly affect students' behavior in both academic and non-academic contexts.

Conclusion

Based on the finding of this study, it was concluded that the key elements of the hidden curriculum on students' academic and non-academic behavior significantly influences students behavior in urban schools in Taraba State.

Recommendations

Based on the findings of this study, the following recommendations were made

1. It is essential for educators to be made aware of the significant role they play in transmitting the hidden curriculum. Teachers should be trained to recognize how their behavior, teaching style, and interactions with students can impact students' socialization and behavior. Professional development programs should focus on fostering positive teacher-student relationships, promoting equitable practices, and addressing how teachers can intentionally influence students' academic and non-academic behaviors through both formal and informal channels.
2. Schools should create structured opportunities for students to engage in positive peer interactions, both inside and outside the classroom. Peer influence plays a significant role in shaping student behavior, so programs that encourage collaborative learning, group activities, and extracurricular participation should be promoted. Additionally, schools should work to ensure that unwritten social norms align with the school's values, fostering an environment where respect, inclusion, and academic achievement are emphasized.

References

- Abdu, H. (2019). *Religion and education in Northern Nigeria: Implications for national integration*. Kaduna University Press.
- Adeyemi, T. O. (2018). *School discipline and students' academic performance in Nigeria: A study of selected urban schools*. *Journal of Educational Research and Practice*, 8(2), 34– 42.
- Anderson, P., & Stillman, J. (2020). Unwritten lessons: How school routines and spaces teach. *Urban Education Review*, 34(2), 145–162.
- Apple, M. W. (2017). *Ideology and curriculum* (4th ed.). Routledge.
- Carter, S. (2021). Understanding student behavior: Interactions of individual traits and classroom context. *Journal of Educational Psychology*, 56(4), 305–322.
- Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). Merrill Prentice Hall.
- Eze, N. U., & Obikeze, C. (2020). Socioeconomic status and student performance in Nigerian urban schools: A sociological perspective. *Nigerian Journal of Educational Sociology*, 12(1), 45–58.
- Giroux, H. A. (2018). *Ideology, culture, and the politics of schooling*. Routledge.
- Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards"*. Houghton Mifflin.
- Kumar, R., & Evans, L. (2023). Digital norms and student engagement in blended learning environments. *Computers & Education*, 184,

- Lee, C. (2021). Peer culture and hidden norms in urban schools. *Journal of Educational Sociology*, 48(2), 135–152.
- Martin, J. R. (2014). *The schoolhome: Rethinking schools for changing families*. Harvard University Press.
- Martinez, R., & Singh, A. (2022). Classroom cues and student identity: Exploring hidden curricula in diverse settings. *International Journal of Educational Research*, 106, 101– 116.
- Nguyen, L., & Li, S. (2022). Discipline, belonging, and the unspoken lessons of school policies. *Education Policy Analysis Archives*, 30(17), 1–23
- Ogunyemi, B., & Olatunji, M. (2015). Gender and classroom participation in Nigerian schools: A review of teaching practices. *Gender Studies Quarterly*, 7(4), 59–74.
- Okeke, C. (2017). Social class and education in Nigeria: Hidden inequalities in schools. *African Journal of Sociology of Education*, 11(3), 22–35.
- Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson Education.
- Patel, N., & Roberts, T. (2023). Navigating power: Peer hierarchies and social learning in secondary schools. *School Psychology International*, 44(1), 78–97.
- Pinar, W. F. (2012). *What is curriculum theory?* (2nd ed.). Routledge.
- Schubert, W. H. (2016). *Curriculum: Perspective, paradigm, and possibility*. Macmillan.
- Smith, D., & Brown, T. (2020). Academic self-efficacy and the hidden curriculum. *Journal of Learning and Development*, 12(1), 22–39.
- Umar, M. A. (2016). Language policy, cultural identity, and education in Nigeria. *Journal of African Languages and Education*, 4(1), 77–89.