

Thinking the Implied Curriculum in Empowering Youth to Efficiently Manage Social Challenges

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Abstract

This article investigated the role played by the implied curriculum in the holistic nurture of youth—nurturing their cognition, inculcating positive attitude, and relevant social skills, through sequential explanatory mixed methods research. The target population was 997. Current researcher used Taro Yamane's sample calculation formula to determine the sample size, which was 613. Three curriculum experts determined the content validity of the research questionnaire while its reliability was determined through a pilot test among 20 youths. Researcher used Chronbach's alpha to calculate the consistence coefficient of the research items, which was .87. Out of 613 questionnaires the researcher distributed, 610 were correctly filled and returned. The information in the filled questionnaires informed the development of an interview guide with 8 open-ended items to guide in gathering in-depth explanations as to why some implied curriculum elements were perceived as more influential than others. The descriptive and inferential statistics in the SPSS software program version 25 and the grounded analysis approach were used in analyzing the data. The findings revealed that accidental lessons arising from implied curriculum elements create lasting impressions on youth's view of self and society. The findings also revealed that accidental lessons arising from learning environments where youth are treated the same way in the name of 'fairness' negatively shape the kind of people youth become because even identical twins are unique.

Keywords: Implied Curriculum, Empower, Innovative, Creative, Resilience, Social Transformation

Introduction

Current youth remain the backbone of their societies. All other age groups, the senior citizens, the middle aged, teenagers and children rely on youth's energy, knowledge, and innovativeness. The world has experienced significant development, but there still exists immense social problems, which require integrous, vibrant youth, who not only continue to learn and adjust to challenging social environments, but who can communicate effectively, think creatively, resiliently endure challenges, independently tackle social problems as well as uphold high moral standards. This observation is echoed by Shoaib who posited that "youth is the most important age group in both today's and the future societies than any other age group." They are the building blocks of any nation. With their wellbeing, innovativeness, and courageous behavior youth can positively change the future of their societies. This means countries, communities and families' destiny largely lie in the hands of their youth, present and future leaders. Zadia asserted that "youth play critical role as drivers of development and achievers of their country's social change which is why it is crucial and important to invest in them."

Our youth, ages 12-35 years are the majority of the world's population and holistically nurturing them would most likely trans-

late to hunger, poverty and corruption free societies. According to Writer and Nesaab, social problems are issues that a sizable group of people in a community see as undesirable for the entire community [1]. Every inter-dependent social unit is vital in the holistic nurture of youth to address current social problems including corruption, but learning institutions' role in shaping future generation's values, character, their emotions, and attitude, supersedes other units. Linnell-Olsen [citing, National Center for Education Statistics (NCES), echo this observation when she claimed that youth spend close to eight hours a day in their learning institutions, more than the time they spend in any other socializing environment during their formative years [2]. Our youth are expected to advance peace in their countries, advance technology, healthy politics, and equal education opportunities and maintain all good values in their cultures, but limited research has focused on accidental lessons arising from learning institutions' implied curriculum which subtly teach them how to behave, how to speak, walk, wear, and/or be proactive in seeking solutions to social problems like COVID-19 pandemic.

Current social challenges call for a renewed way of approaching curriculum design so that as future curricular are designed and implemented, accidental messages arising from the implied

curriculum inculcates transcendent principles and competencies in youth to become all that God intended them to become—inventive, incorruptible virtuous and hardworking youth. Creating learning environments effectively mapped with upright moral values and attitudes can holistically nurture youth who are notable change drivers of societal transformation. Especially developing countries must arise and holistically develop their youth's mindsets—inculcate health emotions, upright character, and positive attitudes to not only benefit youth but their societies as well. According to Abroampa the unrestrained debauchery that has permeated almost every facet of most societies may suggest youth are imbibing immoral values, unwholesome attitudes, and unhealth emotions [3]. Even though a huge chunk of what youth learn in learning institutions is unintentional, most teaching-learning practices focus on introducing new subjects or new content areas to equip youth with the requisite knowledge. According to Halverson simplistic strategies of teaching skills and values as sets of external standards that parents, teachers and mentor including the clergy somehow foist upon an unwilling or unknowing young person, rarely work because values, attitudes and character are caught rather than taught [4].

The concept of an implied curriculum refers to a wide range of socializing processes and influences in learning institutions' physical organization, instructors' non-written attitudes and behaviors as well as psychological atmosphere, that hinder or facilitate youth's adaption into real life [5, 6]. Scholars like Abroampa suggested that the implied curriculum is an educationally significant aspect of schooling especially in inculcation of right perspectives about life [3]. Jackson, Yüksel, Donnelly Drew and Jabouin described the implied curriculum as everything youth imbibe in their social learning environments [7-12]. According to Cubukçu; Yousefzadeh, Azimpour & Khalilzad and Abroampa, the accidental lessons that arise from the implied curriculum account for as much as 90 percent of all youth' learning and perpetuates both positive and negative principles [3, 5, 13]. McLean & Dixit argued that "the impact of the implied curriculum goes beyond having youth internalize norms and values that allow them to succeed in school" [14].

The term youth is a more fluid category than a fixed age-group, but in this article the term youth is broadly defined as youth in transition between 12 years to 35 years. According to UNESCO, among other researchers, the latter age boundary keeps expanding, "as high levels of unemployment and the cost of setting up an independent household continue to put many youths into a prolonged period of dependency on their parents or guardians." However, holistically empowering youth, the pillars upon which the society's future is built, to maximize their potentials and creatively, innovatively, and effectively deal with social challenges, ensures a better future for that society. The terms creative is frequently used interchangeably with innovative, but Lazzaretti & Capone, defines creativity as coming up with fresh and useful ideas or plans while they see innovation as having to do with successful implementation of novel ideas. According to Lazzaretti & Capone, resilience is not only one's ability to endure hardships and maintain function but also involves one's ability to renew and reorganize oneself after an impediment.

Ineffectiveness of simplistic approaches to youth nurture prompted this research to investigate the role played by the implied curriculum, which takes place at the fringes of all aspects of every official teaching-learning process. The research provokes discussions on the power wielded by the implied curriculum in the transmission of values, attitudes, and emotional skills such as decency, hard work and resilience. The research was guided by three specific research objectives:

1. To examine the role inadvertent lessons arising from youth-instructors' interrelations play in youth' acquisition of fundamental life skill.
2. To examine the role played by inadvertent lessons arising from learning institutions' social organizational structure play on youth' acquisition of core moral values and positive attitude.
3. To determine how female youth' perceptions defer from male student's perceptions regarding how accidental lessons arising from the implied curriculum shape them.

Literature Review

The world continues to change. Countries are undergoing tremendous changes including societal value systems, educational systems, population composition and the wide spread of media technology. Local and global social challenges also continue to increase which calls for future leaders to effectively wholistically address social changes because some social challenges can play a vital role in the promotion of social justice. Learning institutions' primary assignment is to instruct the officially prescribed curriculum, which is mostly academic, but they should be equally concerned about the implied curriculum which is accidentally delivered alongside the official curriculum [15]. The implied curriculum takes place outside the prearranged set courses via role modelling, but it is more influential in shaping youth's emotions, character, and other affective skills [16, 17]. As noted by Dewey "the greatest of all pedagogical fallacies is the notion that a person learns only the particular things he is studying at the time because collateral learning in the way of formation of enduring beliefs and attitudes of like and dislikes, may be and often is much more important than the spelling lessons, geography or any history lesson that is learned" [18]. Dewey's assertion is echoed by Ruff who argued that every teaching-learning process generates accidental lessons albeit in varying shades [19]. The suggestion here is that youth learn more through the implied curriculum than what their learning institutions officially teach.

The implied curriculum is non-academic, and it is more present in some learning institutions than in others and more in some classes than in other classes due to how a learning institution is organized [3]. According to Killick and Neve, the implied curriculum is pervasive and indeed power laden [20, 21]. It consists of those things that youth learn through the experience of attending school rather than the stated educational objectives of learning institutions and has its greatest impact on youth's values, beliefs, attitudes, and behavior, either negatively or positively [5, 22]. Learners catch the accidental lessons through the socialization process of schooling. According to Portelli, there are three possibilities of the implied curriculum's hiddenness: first he suggested that Y hides itself—that is Y is accountable for the hiding which means Y is an agent; second, Y is purposely

hidden by someone else (W); and third Y is hidden, Y is hidden unintentionally [23, 24]. The implied curriculum's hiddenness cannot be given the first meaning but assigning the second and third meanings to it is feasible because it suggests being created by those who experience it within learning contexts.

The concept implied curriculum has had researchers' and practitioners' attention for over a century since Dewey's, democracy, and education addresses, where he argued for the progression of self and humanity [18]. Since then, the phrase has been described in numerous ways according to varied research interests of diverse researchers including 'interalia', the latent curriculum, the invisible curriculum, the unstudied curriculum, the unwritten curriculum, the unintended curriculum, the implicit curriculum, the informal curriculum, the covert and collateral curriculum Tanner and Tanner, the unnoticed curriculum, social skills and discourse and ideology [24-33]. According to Meighan, the implied curriculum "is not taught by any teacher...something comes across to learners which may never be spoken" in the English lesson or prayed about during chapel sessions and from its lesson's youth pick-up an approach to living, an attitude to learning and a behavior [34]. Shaw posited that even the way learning institutions are organized influence youth's way of life [35]. Something as innocent as arrangement of seats in a classroom can unconsciously and unintentionally inculcate either positive or negative attitudes about education and life in general and affect the kind of people youth become. Class arrangements that strengthen the authority of an instructor stood at the front of the class and stress the importance of learners' passive listening to their instructors respectfully and waiting to be requested to speak, can inculcate passivity, but clusters of benches which emphasize the value of collaboration in group learning, can inculcate proactiveness in dealing with social problems. Snyder claimed that some accidental lessons arising from social learning contexts can thwart youth's ability to develop independently. We can therefore deduce that the implied curriculum is fundamental in holistically nurturing youth to live responsible lives now and in the future even amid life challenges like COVID-19.

The question then begs: *are simplistic, traditional teaching-learning processes holistically nurturing youth to be creative, innovative, morally upright, and proactive responsible citizens in a world mired in indomitable challenges?* The search for answers to this key question was augmented by the fact that what happens inside, and outside classrooms sometimes seem to unintentionally or intentionally convey lessons that tend to diminish youths' perceptions of the importance of social life and value of upright living, and undermine noble goals of education to holistically nurture youth—present and future leaders to be:

1. Critical thinkers—prudently examining problems, whether it is a problematic social issue, or a choice, inspiration with an open-mind.
2. Morally upright and respectful of other people's views irrespective of their gender or age and tolerating conflicting attitudes.
3. Proactive in taking part in their communities social, economic and health development
4. Careful in their communication to accommodate other people whose verbal or non-verbal language may be dissimilar to theirs.

This research seeks to spur debates on the role played by the implied curriculum on the holistic nurture of youth to become morally responsible social change drivers in their societies. The fact that a good amount of research, has proved that the implied curriculum accounts for close to 90% of all youth's learning experiences, motivated current researcher to test the following three null hypotheses [5, 13, 36]:

H₀1: there is no significant relationship between accidental lessons arising from students-instructors' interrelations and learners' acquisition of fundamental life skill.

H₀2: there is no significant relationship between accidental lessons arising from learning institutions' social organizational structure and learners' acquisition of core moral values and positive attitude.

H₀3: there are no significant differences regarding how female and male learners' view accidental lessons arising from the implied curriculum as shaping them.

Methodology

This research employed a mixed methods research design in examining how accidental lessons arising from the implied curriculum were influencing the holistic nurture of learners: growing their perceptions, character, as well as inculcating social skills and health attitudes. The researcher began with quantitative data collection and analysis followed by and qualitative data collection to minimize limitations in either research approach. In the filled questionnaires the researcher identified implied curriculum elements that youth who participated in the research perceived as not having significant (strongly disagree) or having significant (strongly agree) influence on their perceptions about social challenges and about self and then used them to develop an interview guide with 12 open-ended questions to gather in-depth explanations.

Research Participants

This target population in this research included 997 youth between 12 and 35 years in selected local churches in Nairobi City Kenya. The Taro Yamane's sample size calculation formula was used to determine the sample size. Yamane's sample size calculation formula is given by $n = N / (one + Ne^2)$: where n=corrected sample size, N = population size, and e = Margin of error (MoE), e=0.05. Hence at 5% MoE. The sample size from church A was therefore $247 / (1+247(0.05^2)) = 247/1.62 = 152.46 \sim 152$, from church B was $238 / (1+238(0.05^2)) = 238/1.6 = 148.75 \sim 149$, from church C was $261 / (1+261(0.05^2)) = 261/1.65 = 158.18 \sim 158$, while from church D was $251 / (1+251(0.05^2)) = 251/1.63 = 153.98 \sim 154$, a total of 613 youth. The researcher stratified youth in each local church according to their gender and randomly selected samples proportionately. This was informed by Creswell who claimed that stratified sampling incorporates sub-groups of small populations, which researchers who employ other sampling procedures are likely to leave out. Table 1 provides a summary of youth samples selected from each church.

Table 1: Sample Summary

Church Samples	Gender		
	Male	Female	Total
Church A 152	58	94	152
Church B 149	63	86	149
Church C 158	70	88	158
Church D 153	79	75	154
Total	270	343	613

Research Instruments

The researcher used a self-made closed-ended questionnaire with 24 items to gather data from 613 youth randomly selected from different churches. The questionnaire contained five-point Likert scales: strongly disagree, disagree, not sure, agree, and strongly agree. Three research experts in the field of education determined the face validity (relevancy and clarity of the items) of the research questionnaire and the interview guide. The reliability of the research questionnaire was determined through a pilot study with 50 randomly selected youth who were not part of the study sample. The results of the closed-ended questionnaire items gave a Cronbach Alpha coefficient of 0.87. The pilot test on the interview guide with three key informants ensured the items were clearly understood.

Data Gathering Strategies

After obtaining a certificate from National Commission for Science, Technology & Innovation (NACOSTI), the researcher distributed 613 questionnaires to selected youth. Out of the 613-questionnaires distributed, 610 were correctly filled and returned. Each face-to-face interviews with 10 key informants took close to 40 minutes. Patton among other researchers argue that qualitative investigations typically focus on relatively small samples—where even one case can be considered sufficient [37]. The interviews began with following statement: “*kindly elucidate your perceptions about students’ experiences in your learning institutions beyond the official curriculum.*” Informants’ responses were followed with several probing questions. The researcher made reflection notes on each participant’s opinions regarding his or her experiences with implied curriculum elements and its influences on one’s view about other people, and one’s responsibility in the society.

Data Analysis

The researcher collapsed the five-point Likert scales into three: agree, not sure and disagree for easy analysis. The researcher used the descriptive statistics to determine the frequency of respondents’ views on questionnaire items while the Pearson correlation coefficient statistic in the SPSS program version 25 program tested the relationship between independent and dependent variables. The grounded theory analysis approach was utilized in analyzing the textual data because it offers researchers a more neutral view of understanding human behavior within their normal social contexts. Current researcher red textual data numerous times, identified recurring themes, coded the themes with phrases and keywords, grouped them into main ideas hierarchically, and then categorized them into key categories through re-

lationship identification.

Discussions of The Research Findings

The findings, both quantitative and qualitative, majorly concurred with other research findings like those of Amade-Escot which suggested that teaching-learning processes interact in multi-faceted complex ways and implied lessons embed within everyday exchanges that occur between youth and youth and teachers and youth and learners who learn in supportive social environments more often than not have high levels of self-motivation and self-efficacy and effectively use acquired knowledge as a primary social transformative force [38].

Quantitative Findings

More than eight percent (80.9 %) of the research participants who returned a correctly filled questionnaire agreed that the shadow curricula arising from learning institutions’ teaching-learning social atmosphere do a lot in shaping youth’s ways of thinking, character and instructing them on social roles. The accidental lessons affect youth’ view of self, other people, and their promptness to take up responsibilities. 78.4% of the research participants who returned a correctly filled questionnaire agreed that accidental lessons arising from e-learning bulletin boards shape the norms and values youth cherish and affect their emotions, and their social behavior either positively or negatively which to a great extent spur or hinder their eagerness to take up responsibilities. 73.2% of the research participants who returned a correctly filled questionnaire agreed that negative instructors’ behavior and attitude negatively affect youth’ emotions, and their confidence to participate in social activities. 72.7% of the youth research participants who returned a correctly filled questionnaire agreed that multi-sensory appeal in on-ground classrooms where youth listen to an instructor, participate in face-to-face discussions, and ask questions quicken youth’s understanding on the importance of being good citizens—obedient, adaptable, persevering, and enthusiastic about life even amid life challenges. 70.8% of the research participants who returned a correctly filled questionnaire agreed that a good part of the implied curriculum is desirable, but some undesirable messages which arise from limited youth’ psychological support often distort youth’ holistic picture of other people and life in general. 65.2% of the research participants who returned a correctly filled questionnaire agreed that youth’ social skills levels play a part in how youth interpret accidental lessons that arise from the implied curriculum and how the lessons affect them. 59.9% of the research participants who returned a correctly filled questionnaire disagreed that values and attitude promoted in some classrooms suggest life is a pinball game—whose rules, though few, are a means to the player’s enjoyment which inspire youth—present and future leaders to live promiscuous lives that not only affects them but their societies as well. 56.2% of the research participants who returned a correctly filled questionnaire disagreed that classroom social structure encourages wrong knowledge acquisition styles like rote memory to pass exams. 55.3% of the research participants who returned a correctly filled questionnaire agreed that standardized on-line assessments negatively affect youth’ view of the importance of group work. 55.1% of the research participants who returned a correctly filled questionnaire agreed that limited face-to-face youth-in-

structor interactions suggests to some youth that pursuing one's self-interests is all what is needed to succeed in life. 54.8% of the research participants who returned a correctly filled questionnaire agreed that limited sense of instructor control in some social learning contexts make youth think people are born free and nobody should monitor what one does with his or her life which can lead some of them to be promiscuous and disrespectful. 51.4% of the research participants who returned a correctly filled questionnaire agreed that mean behavior among some staff members affect youth' emotions, and their willingness to take up responsibilities negatively. Only 48.1% of the research participants who returned a correctly filled questionnaire agreed that implicit lessons arising from social environmental structure always have a positive impact on youth' thoughts and emotions while 51.9% disagreed with the statement. 39.5% of the research participants who returned a correctly filled questionnaire agreed that disorganization of learning institutions' social structure such as discipline regulations have no effect on youth's thoughts, their emotions and promptness in taking up responsibilities but 60.5% disagreed with the statement.

The researcher also conducted Pearson correlation analysis to test the null hypotheses generated from the two objectives. First null hypothesis: there is no significant relationship between accidental lessons arising from youth-instructors' relationships and youth' acquisition of fundamental social skills.

Table 2: Spearman correlation coefficient

Statistical index	N	R	Df	sig
Variable				
Relationship between the youth-instructors' relations and youth' acquisition of fundamental life skills learning	613	0.539	610	0.012

As indicated in table 2, the P value obtained in the level of confidence of 95% was sig = 0.012 which less than the significance level of $\alpha = 0.05$ which led to the rejection of null hypothesis arguing that there is a significant relationship between accidental lessons arising from youth-instructors' relationships and youth' acquisition of fundamental life skills.

Second null hypothesis: there is no significant relationship between accidental lessons arising from learning institutions' social organizational structure and youth' learning of moral values and positive attitude.

Table 3: Spearman correlation coefficient

Statistical index	N	R	Df	sig
Variable				
The social organizational structure in learning contexts and Youth' acquisition of moral values and positive attitude	613	0.641	610	0.009

Table 3 indicated a P value sig=0.009 in the level of confidence of 95%, which is less than the significance level of $\alpha=0.05$

which led to the rejection of null hypothesis arguing that there is a significant relationship between accidental lessons arising from learning institutions' social organizational structure and youth' acquisition of moral values and attitude.

Gender Differences Regarding How Accidental Lessons Affects Youth

The researcher employed the classical approach—based on standard deviations to test null hypothesis 3 which sought to determine whether there were gender differences regarding how youth perceived accidental lessons arising from the implied curriculum as influencing their ways of thinking about social challenges and their behavior. The results indicated no significant differences in the scores for male (M=3.91, SD=1.21) and female youth M=3.797 (SD=1.35) regarding how teacher-student interactions influences the way they think about social challenges and behave. The results also indicated no significant differences in the scores for male M=3.98 (SD=1.21) and female youth M=3.95 (SD=1.25) regarding how they perceived student-youth' interactions as influencing the way they think about social challenges and behave. The results also indicated no significant differences in the scores for male M=1.78 (DS=1.34) and female youth M=1.87 (DS=1.12) regarding how they perceived values instructors carry to class influences the way they think about social problems and behave. Also, the results indicted no significant difference in the scores for male M=2.56 (DS=1.16) and female youth M=2.48 (SD=1.36) regarding how they perceived how instructors say and do what they do as influencing how they think about social problems and behave. The results also indicated no significant difference in the scores for male M=3.84 (SD=1.75) and female youth M=3.92 (SD= 1.86) regarding how they perceived ideas and behaviors considered acceptable or unacceptable as influencing how they think about social problems and behave. The indicated no significant differences in the scores for male M=3.74 (SD=1.75) and female youth M=3.92 (SD=1.86) regarding how they perceived organizational rules and structure as influencing how they think about social challenges and behave. Also, the results indicated no significant differences in the scores for male M=2.98 (SD=1.28) and female youth M=3.54 (SD=2.66) regarding how they perceived generously sized classrooms with furniture that fit youth' bodies as influencing how they think about social problems and behave. The results also indicated no significant differences in the scores for male M=3.36 (SD=1.11) and female youth M=3.29 (SD=1.75) regarding how they perceived uncluttered space to work alone and/or with classmates as influencing how they think about social challenges and behave. Also, the results indicated no significant differences in the scores for male M=3.02 (SD=1.28) and female youth M=3.19 (SD=1.23) regarding how they perceived a huge table positioned in front with instructor chair behind it as influencing how they think about social challenges and behave. The results also indicated no significant difference in the scores for male M=3.88 (SD=1.34) and female youth M=3.94 (SD=1.45) regarding how they perceived whole-group circles in which everyone can see and be seen as influencing how they think about social challenges and behave. Table 4 provides a summary of the outcome based on youth' gender:

Table 3: Mean ratings of youth' perceptions on implied curriculum elements by gender

Category	Implied curriculum elements	Mean (SD)			Sig. level
		Overall	Male	Female	
Interrelationships	Teacher-student interactions	3.88 (1.19)	3.91 (1.21)	3.76 (1.35)	.189
	Student-student's interactions	3.78 (1.22)	3.98 (1.21)	3.95 (1.25)	.457
	Values instructors carry to class	1.88 (1.27)	1.78 (1.34)	1.87 (1.12)	.346
	How instructors say and do what they do	2.64 (1.24)	2.56 (1.16)	2.48 (1.36)	.467
	Cultural inclinations and expectations	2.56 (1.26)	2.76 (1.28)	2.78 (1.36)	.469
	Ideas and behaviors considered acceptable or unacceptable	3.58 (1.12)	3.84 (1.65)	3.92 (1.55)	.278
Organizational Structure	Organizational rules and structure	3.88 (1.11)	3.84 (1.75)	3.92 (1.86)	.298
	Generously sized classrooms with furniture that fit youth' bodies	3.29 (1.44)	2.98(1.28)	3.54 (2.66)	.298
	Uncluttered space to work alone and/or with classmates	3.29 (1.24)	3.36 (1.11)	3.29 (1.75)	.387
	A huge table positioned in front with instructor chair behind it	3.14 (1.27)	3.02(1.28)	3.19 (1.23)	.188
	Whole-group circles in which everyone can see and be seen	3.92 (1.66)	3.88 (1.34)	3.94 (1.45)	.410

The null hypothesis that there are no significant differences in reading scores between male and female youth' perceptions regarding how accidental lessons arising from the implied curriculum shapes their way of thinking and behavior was not rejected because the test statistics were all less than the critical value of 1.96.

Textual Data

After analyzing the textual data four major themes emerged: organizational structure and rules, predominant culture of social learning environments, interrelationships, and teaching-learning approaches. The 10 interviewed key informants felt that accidental lessons arising from the implied curriculum were relevant in empowering youth to be innovative responsible citizens. The informants highlighted both positive and negative experiences with the implied curriculum. Informant 09 emphasized the importance of class organization when he asserted that "even in small or oddly shaped classes, can make youth feel comfortable and functional but without good organization, even generously classrooms can diminish youth' sense of ease and autonomy and limit their learning."

Informants 04 and 07 claimed that role modeling in learning institutions where youth spend more time than in any other social contexts, can either make them feel, and function effectively or make them indifferent. According to informant 01 and 03, there is no better formula for holistically nurturing youth to holistically impact their societies than creating friendly, well-organized classrooms. Informants 03 and 06 were of a different opinion. They claimed that "what works well in holistic nurture depends on youth' capabilities, the space learning institutions' provide them to work, and their vision for how learning should look, sound, and feel."

According to informant 05 negative thinking about life and social challenges do not abruptly creep into their lives, rather they gradually develop through a variety of ways, which in this article are summarized in four basic categories: the way learning institutions are organized, cultural inclinations, interrelationships,

the ways instructors say what they say and do what they do and the attitudes and values they cherish in line with [39]. The most generic theme reported by the 10 interviewed key informants was teacher-student interactions that was making some youth feel like they are inadequate. According to informants 06 and 10 learning institutions must create learning environment that nurture positive thinking in youth because positive thinking is key to success as individuals and the transformation of their societies. These observation wase underscored by informants 02, 04 and 07 when they claimed that "every social learning context must empower youth to think of reasons why something should be possible, rather than why something should not be possible." Informant 03 asserted "every social learning context must encourage youth to stay motivated everywhere they go irrespective of the social challenges because youth who are not motivated inside his or her learning context will not be motivated at his or her home, workplace or even in the society."

Participant 05 said "health interrelationships with people within one's learning contexts are crucial in terms of the kind of people youth become in their adult life." Participant 08 echoed the same sentiments when she said, "I wanted to develop confidence and be able to get along with people not only at home but also people at work, but the learning context was somewhat discouraging." On the contrary participant 02 was positive about how her learning institution shaped her attitude about social challenges. She asserted:

Having gone through sometimes hostile learning environment I developed a more holistic outlook about life challenges. I now have a greater interest in other people, especially those struggling in life in one way or another. I normally put a positive spin

on things and always try not to say anything negative, even if I am feeling like saying it. The experiences I have had has given me some tips to change my attitude towards life as well as provided me with applicable skills that I can use when dealing with life challenges.

Participant 01 and 09 claimed that they felt more hopeful knowing that they can improve themselves even if their social contexts were negatively impacting them because according to them hopefulness helps one's general mood and give one a little extra strength to remain focused on their goals and remain responsible citizens. Participant 08 echoed the same sentiments when he emphasized that hopefulness helps one realize that he or she can positively change their as long as one does not feel limited by what happens.

Participant 02 said "as a student I am often stuck in negative thought patterns, including worry, anxiety and feelings of powerlessness but I hope to overcome these negative patterns and it is my desire that learning institutions create conducive environment to help youth become more positive about life in general. Eight (8) of the interviewed key informants concurred with participant 02 in that conducive learning environments can enable youth to stop thinking negatively as well as communicate more effectively and work more efficiently For example, participant 03 said "when everything around me is positive I feel like I am learning to be more proactive and more mindful of the role my thoughts and actions play in how my life progresses, instead of blaming others or blaming situations for how my life has turned out."

Participants 04 and 07 affirmed that learning to change the way they thought about themselves, their lives and life in general was embedded in the implied curriculum because virtue are more caught than taught and educators must ensure social learning contexts spur youth to take a moment aside and embrace life and be thankful for who one is because thankfulness relates to many other positive thinking themes included how one deals with social challenges. According to 09 being thankful helped him feel worthy or valuable. Participants 02 and 05 suggested that curriculum designers and implementers must not concentrate only on the formal learning in nurturing youth at the expense of accidental lessons arising from social learning environments that account for close to 90 percent of all youth' earning exocines.

According to participant 03 and 06 when a certain value is not displayed as important by adults, then many youths often feel it is not something they need to incorporate into their lives which means any social learning context that desire to see younger generations successfully cherish moral values and become adults who are enthusiastic about life creating conducive learning environments is prerequisite. When educators are cognizant of the positive force exerted by the implied curriculum, they are most likely to devise formative strategies to assess virtues acquisition that would give a valid indication about the level of youth's holistic nurture as present and future leaders and deal with entrenched social ills that undesirably shape our next generations.

Conclusion

This research findings have shown that creating learning environments mapped with transcendent values like cooperation, compassion, hard work, creativity, innovation, and resilience, can holistically empower youth to deal with social challenges. The findings have a profound implication for current and future societies because youth, constitute close to 70 percent of most African countries' populations and any African country that desire to achieve its developmental goals must ensure its implied curriculum empower its youth to be creative and resilient present and future leaders. This conclusion is in line with researchers like Gabriel; Lia; Fgberto & Carvallo-Filho who suggested that intentionally utilizing the implied curriculum can ensure holistic development of youth [16]. Educators are therefore well advised if they minimized negative messages arising from the implied curriculum because negative accidental lessons can trigger cynicism in youth and in turn lead to depersonalization as well weaken their perception of the quality of life. The formal curriculum is important learnings but learning that take place outside lecture rooms—through observing educators' and peer attitudes, practices, and behaviors is more powerful in shaping youth's ways of thinking and character. This holistic development does not happen through applying only factual knowledge learned through lecturer.

Therefore, this research signals a need for exposing and dealing with negative elements of the implied curriculum and aligning its positive elements with the formal curriculum. The suggestion here is that educators must create and sustain conducive learning environments for holistic youth nurture. This research finding also revealed a link between accidental lessons arising from educators' attitudes, beliefs and behavior and youths' holistic development which means sourcing of educators must be strongly guided by the values they cherish (their upright character). As such, every educator must give much consideration to the implied curriculum than is usually the situation as well as reflect on the following question: "to what extent is my learning institution's implied curriculum fostering or hampering the holistic nurture of innovative, creative, and resilient present and future leaders whom every nation needs. The major implication from this research finding is that we must modify our teaching-learning processes to ensure they bring about a holistic way of being in our young generations—better attuned to God's holiness.

The Way Forward

Given the impact of the implied curriculum, current researcher recommends adopting a critical examination of school organization and pedagogic approaches educators employ in the classroom as well as how educators relate with youth so as to ensure youth are not only equipped with the knowledge to understand various issues but social life skills to manoeuvre their ways in a dynamic world characterized by enormous challenges. The world needs men and women of integrity—as described in Proverbs 20:7 that "the just man walketh in his integrity and his children are blessed after him" (KJV). Every educator must LISTEN to youth. The acronym LISTEN is described by scholars like Luck as: obtain an in-depth understanding of youth's belief systems; identify and make use of unique potentials in each young person; have genuine interaction with youth because many youth often feel misunderstood and isolated which

exposes them to radicalized groups or even heinous acts like one currently sensationalized in Kenyan 2019 media coverage young man (24 years) who killed his 5 family members; train and empower youth with life skills like healthy self-esteem and decision-making skills; encourage, reassure and engage them in community service activities and finally involve youth in new opportunities to allow them impact other people's lives. Based on this research findings, if we holistically empower youth, we are likely to significantly decrease antisocial behavior such as radicalization and promiscuity, and negative attitude like hopelessness and bitterness through refocusing their attention to positive personal development. Failing to holistically empower youth coupled with their sense of being sidelined from key decisions and hopelessness is a ticking time bomb for not only Kenya but many other countries. This observation concurs with a common proverb that; 'an idle (unimaginative) mind is the devil's workshop' which is one of the many variations of the proverb 'the devil makes work for idle hands to do', which dates back at least as far as the 4th century theologian St. Jerome [40].

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