

Hidden Curriculum and Students' Behaviour in Public Secondary Schools: Case of Embakasi Division, Nairobi City County, Kenya

By

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Abstract

This study was motivated by the rising inappropriate student behaviour in learning institutions where students have become unruly, disrespectful to school authority, engaging in bullying of fellow students, destruction of properties, drug abuse, and theft. The objective of the study was to find out how traditional teaching methodology determines students' behaviour in public secondary schools in Embakasi Division, Nairobi City County, Kenya. Constructionist theory of learning guided the study. An explanatory research design was used in the investigation with a target population consisting of 2,800 students from seven public secondary schools in the Embakasi Division. A total of five schools were purposively identified where stratified random sampling allowed the grouping of schools according to their similarity. Yamane sample size formula was used to derive a sample of 333 which was distributed equally from the population. Systematic random sampling enabled the identification of students from schools. Questionnaires and observations were used in data collection. Validity and reliability were used to improve the study's acceptance while analysis was achieved through descriptive and inferential analysis. Tables, percentages, mean and standard deviation assisted in the presentation of data. Anonymity, confidentiality and seeking of consent were maintained in the study. The findings showed that traditional teaching methodology had significant positive relationship with student behaviour. The study concluded that traditional teaching had a significant determination of student behaviour. The study recommended that traditional teaching methodology should be improved to capture students' learning needs for more engagement.

Key Words: Kenya, Nairobi City County, Hidden Curriculum, Traditional Teaching Methodology, Public Secondary Schools, Teaching Methodology, Student Behaviour

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Background of the Study

According to Hertz and Donito (2013), up to 20-56% of students experience bullying where those at high risk are mid-school students while other students have engaged in risky behaviour such as academic problems thereby resulting in long-term negative consequences. It is also noted that 10-15% of secondary students may be at risk of behavioural problems where failure to identify problematic behaviour, may affect learning and the overall school environment (Sandhya, 2021). Students' behaviour is demonstrated in self-discipline, abiding by the policies that are set by the School administration in regards to expected behaviour, being courteous, respecting others, observing punctuality, having good cooperation with teachers and colleagues and caring for each other (Ministry of Education and Human Resources, Tertiary Education and Scientific Research., 2015).

Students have demonstrated deviant behaviour by going against school rules, norms, regulations and values where 61% of teachers in Thiruvananthapuram District report that students use offensive language in their communication, while 56% of the teachers indicate that students are involved in exam cheating, scams, use of mobile phones and irregular movement in class. It is reported that up to 53% of students are involved in offensive written materials, whereas 78% are experiencing or involved in bullying (Shala, 2021). An observation by Belle (2017) indicate that severe discipline measures, alienation of the student from the class, less supervision, inadequate teaching methods, absence of student's input in learning, lack of extra-curriculum activities as well as lack of the teacher's interest to the student have contributed greatly in determining Mauritius student's deviant behaviour.

An observation of student behaviour in Kenya by Aomo, Raburu and Aloka (2015) indicates problems with student behaviour in Kisii County evidenced by the rise of property destruction and learning interference. The observation by Aomo, Raburu and Aloka (2015) is reinforced by Waithaka (2017) who notes that in the last 20 years, there have been increasing cases of inappropriate student behaviour leading to the destruction of property and death of students, rape, stabbing of head teachers, riots and strikes, theft, sneaking from school and vandalism. Onsoti's (2018) observation on Embakasi Division form two students noted that students' behaviour is determined by peer pressure, social media and drug abuse where students develop a lack of interest in learning, become indiscipline, disrupt others, engage in theft, fighting and are disobedient of school rules. In the Embakasi Division, 30% of students engage in cigarette smoking, 33% smoke bhang, 40% drink alcohol and 45% chew mirrah.

With the growing young population in Kenya, basic education will be a challenge in future hence the focus on investment in education through skills development, training and poverty eradication. This has seen the number of school enrolment in secondary rise from 8,179 in the year 2012 to 11,399 by 2018 (Ministry of Education, Science & Technology, 2015).

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Despite the rise in student enrolment in schools, there are still challenges in enrolment growth particularly those witnessed among girls and vulnerable children. The Ministry has also observed that there are internal inefficiencies witnessed in public schools with children enrolling in grade 1 but not being able to reach form four (Ministry of Education, 2017).

Problem Statement

There is a growing concern about students' negative behaviour evidenced in rudeness, aggression, bullying, and disrespect to the teachers. Students are also engaging in the destruction of school property, killing, and demonstrations as well as being involved in drug use. The Ministry of Education has noted internal inefficiencies in public schools with children enrolling in grade 1 but not being able to reach form four while at the same time, those who manage to go to school to learn, do not end up learning. Reports indicate that there is increased vandalism, drug abuse, exam cheating, cultism and lack of respect for those in authority which are carried to adulthood. In Embakasi Division there are increasing cases of unruly behaviour from form two students who were involved in theft, where 40% of students are consuming alcohol while 33% are involved in bhang smoking. Teaching methodology has been cited as one of the influences on student's behavior based on the content, mode of delivery and the interaction aspect it brings between the teacher and the learner. The study sought to investigate hidden curriculum and student behaviour in Embakasi Division, Nairobi City County, Kenya.

Objective of the Study

To find out how traditional teaching methodology determines behavior of students in public secondary schools in Nairobi City County's Embakasi Division.

Research Hypothesis

H₁ Traditional teaching methodology determines behavior of students in public secondary schools in Nairobi City County's Embakasi Division

Theoretical Framework

The theory of constructivism was proposed by Jean Piaget (1973) who believed that an individual can develop self-learning through accommodation and assimilation of knowledge and experience around them. The proponent noted that people assimilate new experiences by incorporating them into their existing framework without changing anything. This in most cases happens when there is an internal alignment with new experience as far as an individual's worldview is concerned. However, it can also be negative if there is a misunderstanding from others hence ignoring information about the world. The accommodation principle of the theory believes that individuals welcome experiences around them to fit with internal orientation. This means that an individual can learn from failure by incorporating new experiences and reframing his/her internal understanding of the world.

Constructivist theory therefore seeks to describe the learning process and how teachers can support holistic student learning to develop professionals who are ready to face global challenges (Bhattacharjee, 2015). The constructivist theory has been adopted into curriculum

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implementation in the South African education system where the country has witnessed rising violence in schools, disrespect for the law coupled with racial intolerance (Ferreira & Schulze, 2014). The study therefore adopted constructivist theory to create an understanding of the hidden curriculum as a determinant of student's behavior. The theory also informed the development of the conceptual framework and the design of the research instrument.

Empirical Literature Review

Traditional Teaching Methodology and Student Behaviour

Raja and Monnisa (2018) investigated students' acquisition of communication skills using two different teaching methodologies; experiential and traditional approaches. Using students from 3 English courses, the study adopted a quantitative design to make comparisons of the two approaches. Pre-test and experiential research designs were used where the experiential group and the control group were included in the study. The traditional teaching methodology was used in the pre-test communication skills to both groups where task sheets and lectures were incorporated. The study used 60 sample size of undergraduates from a private business school where convenience sampling was used to identify respondents. The study established that in the pre-test, there was no significant mean between the treatment and the control group as the significant level was 0.357. In the post-test, students were taught using traditional and experiential; interviews, problem solving, meeting and professional socializing. The study concluded that the experiential methodology had more learning than the traditional approach (Raja & Monnisa, 2018). The study was making comparisons between traditional and experiential learning. The current study was not a comparative study and it focused on how traditional teaching methodology influences student behavior thereby offering a different perspective.

A study by Limniou, Schermbrucker and Lyons (2017) investigated the effectiveness of different teaching methodologies involving traditional and flipped approaches delivered by two teachers. The study targeted the school of psychology from the University of Liverpool targeting undergraduate students in their first year and first semester in the year 2015-2016. The program consisted of an introduction section for topics involving social and clinical psychology. The two teachers used the traditional and flipped method of teaching where the students were exposed to both the teachers. At the end of the year, a questionnaire was administered to social and clinical psychology students and the students were randomly selected. Responses were made anonymous which lasted for 10-15 minutes and 200 students participated. Validity was determined using expert views while Cronbach alpha enabled the analysis of reliability. Data analysis was performed using ANOVA. The findings of the study showed the students had no preference between the two teaching approaches (Limniou, Schermbrucker, & Lyons, 2017). In the first instance, the study was based on comparative, second it was analyzing how the teachers were using different modes and whether they were involving more of the learners to gain their commitment. The study was also based on a different population from higher learning institutions. The current study did not focus on making comparisons and targeted the student's behaviour at the secondary level of education.

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Research Methodology

Explanatory research design was used to explain student's behaviour (Akhtar, 2016). A descriptive research design was then used to systematically source information describing student's behaviour Ansari et al. (2022). Explanatory and descriptive designs were considered suitable in the study as they allowed the incorporation of quantitative and qualitative data where the semi-structured questionnaire was used in primary data collection. The Target Population consisted of 2800 students from seven public secondary schools where each school had an average of 400 students per school (Njiru Sub-County Educational Office). The main respondents were students from Form 1 to 4 mainly because all students are exposed to the hidden curriculum which determines their behaviour.

Stratified random and purposive sampling were used to group and identify the schools according to their similarities. The techniques were considered necessary to enhance the representation of the study population as well as to reduce biases (Sharma, 2017). Systematic random sampling was used to identify each student from the different stratus in the five schools where a total of 333 students consisted the sample (Singh & Masuku, 2014). The study collected primary data using an open-ended questionnaire (Zohrabi, 2013). The researcher used the non-participant observation technique to observe the activities within the participant's environment (Wilkinson & Birmingham, 2003).

Findings

Age and Gender of Respondents

The researcher distributed the questionnaire to obtain the age and gender of students with findings indicated in Table 1.

Table 1. Age and Gender of Students

Age of Respondents	Gender of Respondents				Total
	Male	%	Female	%	
13-15 years	38	27	39	30	77
16-18 years	102	72	90	68	192
Over 18 years	1	1	3	2	4
Total	141	100	132	100	273

Source: Research (2023)

From Table 1, there were 52% (141) of students were male while 48% (132) consisted of females. The distribution of male and female students did not show a wide difference hence equal representation that enabled balanced feedback from both genders. The findings also showed that at least a quarter represented 27% (38) of the males were aged between 13-15 years, three-quarters 72% (102) of the male students were aged 16-18 years while 1% (1) were over 18 years of age. It was found that more than a quarter 30% (39) of the female belonged to the age category of 13-15 years while over half 68% (90) consisted of female students in the age category of 16-18 years while 2% (3) of the female students were over 18 years. From the findings, both male and female students had equal opportunity to be exposed to different traditional teaching methodologies hence influencing their behaviour.

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Traditional Teaching Methodology and Student Behavior

The objective of the study was to determine the effect of traditional teaching methodology on student behaviour in public secondary schools in Embakasi Division, Nairobi City County, Kenya. Students were given a semi-structured questionnaire where five questions were presented to the student on a Likert scale. The students were expected to respond based on their perception where the questionnaire was rated into five; 1 denoted strongly disagree, 2 was equated to disagree, 3 indicated neutral, 4 was rating agree and 5 denoted strong agreement. Students provided only one option under one question and a total of five responses were obtained from the student. The study used mean, standard deviation and percentages to analyse and present the findings. On the same question, students were also asked to provide their opinion regarding traditional teaching methodology and student behaviour where written text was provided. The study analysed text in narrative format after grouping text into themes. Table 2 presents the findings.

Table 2. Traditional Teaching Methodology

Statement	1	2	3	4	5	Mean	SD
The lectures provided by my teacher are interesting to me	7.0	9.2	27.8	31.9	24.2	3.57	1.155
I feel that the lectures enable me to learn more about the subject areas	0.7	1.5	23.8	55.3	18.7	3.90	0.735
The case studies provided in traditional learning have given me the opportunity to internalize theories from classwork	7.3	14.3	46.2	19.0	13.2	3.16	1.063
I save more learning time when the teacher is in control of the class.	2.2	11.7	17.2	20.5	48.4	4.01	1.152
I can cover a lot when the teacher is in control of the traditional learning method.	9.9	19.4	11.7	35.5	23.4	3.43	1.305
Total	5.4	11.2	25.3	32.5	25.6	3.61	1.080

Source: Research (2023)

From the findings in Table 2, there were 28% of students remained neutral that the lectures provided by the teacher were interesting. The high number of students who remained neutral indicates that students did not want to show their agreement with whether the lectures that were being provided could determine their behaviour. It was also established that 32% agreed with the statement while 24 strongly agreed (mean 3.57, standard deviation 1.15). The study found that 23.8% of respondents were neutral to the statement that; I feel that the lectures enable me to learn more of the subject, 55.3% agreed and 18.7% strongly agreed (mean 3.90,

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standard deviation 0.735). This means that the majority of students agreed at 55.3% which means that students may develop positive behavior as a result of traditional teaching methodology.

The study showed that the statement that a case study of traditional learning had enabled me to absorb theories from my classroom experience was greatly disputed by 7.3% of students. The low number of strong disagreements with the statement is an indication that only a few of the students may not be able to internalize classwork theories which may hurt their behavior. It was found that 46.2% of students were neutral, 19.0% agreed and 13.2% strongly agreed with the statement (mean 3.16, standard deviation 1.06). The high number of students who remained neutral indicated students did not want to show their position on whether they could internalize classwork theories. Further, small agreement from the students is a clear indication that internalization is a challenge to the students using traditional learning which may have a negative impact on their behavior.

On the statement that, "I save more learning time when the teacher is in control of the class", 17% of students were neutral, 20.5% agreed to the statement while 48.4% strongly agreed that they were saving more learning time when the teacher is in control of the class (mean 4.01, standard deviation 1.15). This indicated that students agreed that traditional learning was enabling students to save more time in their studies thereby providing other learning opportunities necessary in enhancing student behaviour. The study also found that 35.5% of students strongly agreed with the statement that, "I can cover a lot when the teacher is in control with traditional learning" while 23.4% strongly agreed (with a mean score of 3.43, standard deviation of 1.305) to the statement which signified that students agreed that they were able to cover a lot when the teacher was in control with traditional learning method thereby determining student behaviour. In Embakasi Division, Nairobi City County, Kenya, the overall average score for the traditional method of teaching was 3.61 with a standard deviation of 1.080, which means that students agreed that the traditional method of teaching determines the behaviour of pupils in public secondary schools.

Alqasa and Afeneh (2022) observed how traditional teaching makes it difficult for the teachers to generate and maintain student interest in class while Jebson and Hena (2015) indicated that traditional teaching methodology makes the students struggle to learn and understand. The case study presents difficulty to the students that makes them struggle to understand the theories hence low internalization of class work which may have an impact on their behavior towards the subject and the teacher. Additionally, the case study presents low interaction with the teacher as observed by Serroukh and Serroukh (2022) who noted how the virtual traditional learning method has no interaction with the students. The findings by Limniou, Schermbrucker and Lyons (2017) indicated how despite the provision of PowerPoint and reading materials, traditional teaching methods provided limited discussion with students in higher learning institutions. This is in agreement with the current findings where the difficulty is still observed in case studies where there is disagreement among students that the case study provided in traditional learning allowed students to internalize theories from class work.

The education policymakers should re-examine the hidden curriculum for possible improvements and to provide more interaction with the students thus enhancing student behaviour in public secondary schools in Embakasi Division. This will support the recommendation made by Dimirios et al., (2013) that new considerations should be made to

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adapt the traditional teaching methods according to student needs thereby enhancing student behaviour. The theory of constructivism by Piaget (1973) indicates that learning may take place where there is internal alignment with an individual's worldview. The current study findings showed inadequate internalization of traditional teaching methodology with students' worldviews which may affect learning and thereby influence student behaviour. Additionally, through open questions that were organized into themes and analysed using content analysis, one student noted;

It gives me more opportunity and encouragement when teachers teach things that are related to the environment that I come from..."I think it is best because I can cover a lot and concentrate in class when the teacher is in control (Student No. 1)

The qualitative findings confirm that 58.9% of students agreed that they can cover a lot when the teacher is in control with the traditional learning method. However, some students expressed their disagreement with traditional teaching methodology;

It makes one feel afraid but at the same time, it is helpful to those who are quick at learning....It does not help the student because there is no chance for students to answer or ask questions. I don't think traditional teaching methods support building positive behaviour because when the teacher is in control of the class, some students have no courage to speak (Student No. 4).

The findings showed that despite the agreement that the method provided interesting lectures, enabling the students to learn more subject areas, saving time and covering a lot, the method may create fear among students hence failing to ask questions in class. The method may also disadvantage the slow learners thereby making students develop negative attitudes towards the subject and the teacher hence determining student behaviour.

An observation from one of the school's form two students in Kiswahili class showed that as the lectures were ongoing, students remained silent till the end when they were given time to ask questions while in another school form three, Mathematics class, the teacher kept on asking the students questions during lesson to determine their understanding of what was being taught. In the first school, students may be afraid to ask questions thereby affecting their behavior while in another school, there is engagement of the students during lessons, which may make the students feel relaxed and find it easy to ask and respond to questions hence developing a positive attitude towards learning. The observation agreed with students' open feedback as well as in the questionnaire where students remained neutral about the lectures, some disagreed while others agreed. This shows that in Embakasi Division of Nairobi City County, traditional teaching methods have an impact on the behaviour of pupils at primary school level.

Hypothesis Testing

H₁ Traditional teaching methodology determines student's behaviour in public secondary schools in Embakasi Division, Nairobi City County, Kenya

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The study developed an alternative hypothesis to test if there was any statistical significant existing between the independent and dependent variables. The study used the Karl Pearson correlation to establish the relationship with the findings indicated in Table 3.

Table 3. Correlation between Traditional Teaching Methodology and Student Behaviour

		Traditional Teaching	Student Behaviour
Traditional Teaching	Pearson Correlation	1	.462**
	Sig. (2-tailed)		0.000
	N	273	103
Student Behaviour	Pearson Correlation	.462**	1
	Sig. (2-tailed)	0.000	
	N	273	273

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Research (2023)

From the findings indicated in Table 3, the results, showed the strength and direction of the relationship between traditional teaching methodology and student behaviour where the correlation value was (0.459), p value<0.000. This means that there was moderate, positive and significant behaviour indicated by the p value that was less than 0.05 hence agreement with H₁ that indicated that traditional teaching methodology determines student behaviour. Correlation values are between -1 to +1 where interpretation depends on cut-off points ranging from 0.10 to 0.39 are considered weak, 0.40-0.69 are moderate and 0.70 to 0.89 are strong (Schober, Boer, & Schwarte, 2018). The results of the study showed that there was a moderate and positive correlation between traditional teaching methods and student behavior.

Regression Model Summary on Traditional Teaching Methodology and Student Behaviour

The study used the model summary to establish the quality of the model in predicting the outcome where R and R square values were used with results displayed in Table 4.

Table 4. Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.462 ^a	0.214	0.211	0.49269

a. Predictors: (Constant), Traditional Teaching

Source: Research (2023)

From the findings, the study noted that the R-value was (0.462) which indicated a moderate correlation of traditional teaching methods on student behaviour. The study also established that 21.4% in the R square value showed the variation in student behaviour that was accounted for by the traditional teaching method.

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Regression Coefficient of Traditional Teaching Methodology and Student Behaviour

The study used regression coefficient to analyse traditional teaching methodology to determine its contribution to student behaviour where unstandardized coefficients and p values were used in reporting as indicated in Table 5.

Table 5. Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.620	0.176		14.916	0.000
	Traditional teaching	0.411	0.048	0.462	8.581	0.000

a. Dependent Variable: Student behaviour

Source: Research (2023)

From the results presented in Table 5, when all factors are constant, student behaviour would increase by 2.620. However, an increase in traditional teaching methodology would lead to a rise in student behaviour by 0.411, p value=0.000. It was shown that in public secondary schools in Embakasi Division, Nairobi City County, Kenya, traditional teaching methods had a statistically significant effect on student behaviour.

Conclusion and Recommendation

The conclusion was made that traditional teaching methodology has a positive and weak relationship with student behaviour and there is a significant determination of traditional teaching methodology on student behaviour. The study recommended that the policymakers to re-evaluate the case study method and make improvements to enhance students' internalization of theories from class work. There should be enhancement of classroom interaction and accommodation of slow learners for more participation from all students.

Recommendation for Further Studies

Future studies may consider other determinants of student behaviour as this study focused on hidden curriculum. Future studies may consider the incorporation of the mediating variable to determine the interaction effect of the mediating variable on the relationship between hidden curriculum and student behaviour.

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