

Research Article

Competence-Based Education: New Wine in Old Wine Skins?

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Received: Mar 30, 2019

Accepted: Apr 6, 2019

Published: Apr 10, 2019

Abstract: This article seeks to provoke debates on the hidden curriculum in relation to competency-based education against a background of predominantly knowledge-based curriculum. The articles highlight how the hidden curriculum is different from the official knowledge focused paradigms of instruction, its advantages in helping students acquire values and attitudes needed for holistic living and performance of expected tasks in line with their disciplines of choice. The article also alludes to probable competence-based curriculum implementation challenges regarding assessment as well as the way forward in overcoming the challenges through longitudinal teacher capacity-building to be cognizant of hidden curriculum's influences on students' view of reality. The researcher employed both quantitative and qualitative approaches. Identified hidden curriculum pointers confirmed that it is hard for any official curriculum to holistically achieve its educational goals without being cognizant of the hidden curriculum and making its positive elements functional to the needs of learners. This is because the hidden curriculum accounts for more than 90% of all students' cognitive learning and acquisition of values like responsibility, integrity, hard work and responsible citizenship.

Keywords: Concealed curriculum, competence, competence-based curriculum, values.

Introduction

Jesus' new wine illustration in Luke 5: 36-39 denotes God's truth, while the old wine epitomizes cultural traditions that we are born into. The traditions produce prejudices "that we do not want to get rid of whenever the new wine comes and if we do not have the willingness to change the vessels, then we are likely to 'burst'—the old wineskin by the new wine". In the same vein, the philosophy behind competence-based education is profound, but if the curriculum designers and implementors are not willing to adjust the humanistic climate—the hidden curriculum and its nitty-gritty issues, achieving competence-based curriculum goals may not be possible. A substantial number of scholars agree that influences of the humanistic climate (hidden curriculum) are a far greater influence than prescriptions for behavior offered in the classroom.

According to Massialas and Joseph (2009), among other scholars, more than 90% of students' learning is not stated in the official curriculum but many teachers are unaware that they are transmitting unintended lessons. Students easily notice the unstated lessons because some of the unstated messages force them to act in ways they are not happy with. For this reason, as education opens its doors to novel and more stimulating curriculum designs like competence-based curriculum, we are better advised if we are cognizant of its hidden curriculum. On the contrary, actors involved in the competence-based education, driven by spirited social consensus have tended to overlook one important social skills area—the hidden curriculum yet how 'good' or 'bad' an education system can be, depends on the ecology (humanistic climate) surrounding it.

An in-depth understanding of the hidden curriculum which is an integral part of every learning institution can make all the difference to CBE implementation. The need, therefore, to investigate on the CBE's hidden curriculum to ensure a holistically knowledgeable future generation (Meadowa, Emily (2017), cannot be overstated. This researcher believes a lot of education challenges can be substantially abated if CBE's hidden curriculum is understood and instructors live their teaching and students' learning experiences are left to emerge through interpersonal relationships and not purely individualized kind of learning. This observation is particularly important in African contexts where social bond is very deep seated which means the humanistic climate (the hidden curriculum) influences on students' is extremely powerful. The question then begs: are designers of the competence-based curriculum, which presumes development of students' communicative, organizational and moral abilities, cognizant of the humanistic climate?

According to Joe Klinedt (1972), competence-based education is founded on educational justifications derived from the philosophy of education known as experimentation which is associated with four main interpretations (theories): behaviorist, the generic, cognitive and the holistic. In the behaviorist perspective, competencies are perceived as distinct and noticeable deeds associated with the accomplishment of set tasks where prove of the ownership of the capabilities is based on observable performances. The generic understanding competencies embraces underlying characteristics such as critical thinking which provides the basis for more precise qualities while in the cognitive understanding of competencies is founded on being able to demonstrate acquired aptitudes which is beneficial to students because they can go back to lacking competency and master it rather than having to repeat a whole course. This researcher believes a combination of the three theories-that is a holistic conception in terms of cognition, capabilities, behaviors and attitudes creates a more comprehensive, integrated, relational approach to education that allows a broader perspective, connected to four pillars of any holistic education: *"learning to live with other people in the society, learning to know, learning to do, and learning to be"*.

Learning institutions can accomplish almost nothing without a curriculum including the actual and official, as noted by Perrenoud (1993), but there exists a hidden curriculum that is particularly important in nurturing all-rounded students. Dewey (1916/1966 and Jackson (1968) acknowledged that alongside the formal teaching, students experience an unwritten curriculum which contributes a great deal in students' educational experiences and learning outcomes. Whether through positive experiences with upright role models or undesirable experiences with inflexible educational hierarchy, students feel the presence of an implicit curriculum. The concealed curriculum accounts for a great deal of students learning but its effects on students' learning has not been effectively investigated in Kenya, particularly in relation to the newly implemented competence-based curriculum, which is "associated with a strong commitment to nurturing values such as citizenship, responsibility, solidarity, integrity and a determination to change behaviors for the better-which is expressed in the phrase best practices" (SchoolsNet Kenya, 2018). The hidden curriculum can either reinforce transmission of the stated values or negatively reinforce views and habits that frustrate nurturing all-rounded citizens' through the competence-based. The researcher's objective in this article is to open-up discussion on the best way possible for becoming cognizant of competence-based curriculum's unstated curriculum.

Hidden Curriculum and Competence-based Education Theoretical Foundations

To give meaning and structure to the unseen curriculum and to exemplify the role learning institutions play in socializing students into holistic individuals, several theories have been

developed. Three of these philosophies, as cited by researchers like Henry Giroux (2001), are “structural-functional view of schooling, a phenomenological perception related to the innovative sociology of schooling, and a radical critical view conforming to the neo-Marxist analysis of the theory and practice of schooling. The structural-functional view of schooling focuses on how moral standards are transmitted within learning institutions and how their necessities for the functioning of society become indisputably accepted. The phenomenological view of schooling suggests that students create meaning through situational encounters and interactions, which implies knowledge is somewhat objective. The radical critical view of schooling stresses the relationships among philosophy, ideology, and social practice of learning”. The underlying understanding behind the discussed perspectives on schooling highlight the fact that early educators were mostly influenced by the idea that protection of societal rights and benefits of one group within the populace was worth the manipulation of less influential groups. No doubt this notion has become less palpable, but its underlying characteristics can covertly remain a negative factor and negatively affect the effectiveness of the competence-based education.

Competence-based education originated in the United States in 1965, and has as diverse definitions (Kelchen, 2015; Olga Bernikova, 2017) as there are institutions that claim to have competency-based education. However, almost all the definitions share common characteristics of being learner-centered, outcome-based and differentiated which means every CBE curriculum has a capability agenda that describes what students should know and be able to apply, which is a shift from knowledge acquisition to knowledge application. In this article, the unseen curriculum is perceived as an eclectic model of education which borrows from several up-to-date learning theories such as behaviorists, functionalist, and humanistic. This argument is informed by Sarah, Beckett’s (2015) argument that competencies take skills and combine them into on-the-job *behaviors which implies* skills + knowledge + abilities = competencies, with one’s behaviors demonstrating his or her ability to perform job requirements proficiently. Sarah, Beckett’s argument seems to be informed by Mendenhell (2012) claim that competence-based education’s unique characteristic is measuring learning rather than time with students having to demonstrate acquired knowledge as a prove of having mastered required skills regardless of how long it takes to undertake a course. While objectives of achieving the highest learning capacity in terms of skills, attitudes and behavior remain unaltered, the time it takes a student to attain mastery differs from student to student. As such, learning constitutes knowing to do, and knowing to be in terms of having the capacity to act effectively within the school and outside the school—the labor context.

In this regard, demonstration of competencies becomes the guiding principle for allowing students to progress. As opposed to competence-based education, old-style schooling models are largely time-based—courses take approximately four months, and students can only proceed after the required time elapses, even if they could have accomplished stated assignments in half of the set time. The implication here is that leaning is not geared towards self-employment as testing mainly evaluates the cognitive domain with limited emphasis on the psychomotor and affective domains. On the contrary, in competency-based education learning is held constant while time fluctuates.

Mendenhell (2012) further explained that effective competency-based education:

1) Measures students’ learning rather than time, which means students only progress after they demonstrate mastery of required competencies as a demonstration that they have understood and acquired desired skills.

- 2) Harnesses the power of technology in instruction because computer-mediated teaching provide instructors with opportunities to individualize learning considering that every student learn at his or her pace.
- 3) Fundamentally changes teacher's role from teaching taking place at the pace of the teacher which may be wrong pace for most students because some students may need to go more slowly while others are able to move much faster to the role of teachers being that of "sage on the side" as instructors work with students at their pace, answering their questions and helping students understand and put into practice acquired knowledge and competencies.

The implication here is that learning aims are designed based on results of a pre- assessment of students' competencies. It starts with the traits and characteristics expected to be seen in students. As such, learning is evaluated pre and post instructions to ascertain the extent and complexity required and what instructive interventions are teachers required to offer to help students acquire the competencies needed. The post- assessment is supposed to determine where learning gaps still exist and where additional support is needed so as to offer individualized learning to assist students who are still struggling with achieving expected competencies. The implication here is that competence-based curriculum is designed working backward from required skills, attitudes and behaviors (Buehl, 2000). However, the lessons CBE's hidden curriculum reinforces seems to have been accepted as the status quo and generally assumed not to require any recognition—even if they contribute to unwanted behaviors among students.

Genesis of the Concept-Hidden Curriculum

The veiled curriculum is unspoken in so far as it suggests taken-for-granted, instead of the directly recognized and scrutinized learning experiences. Sociologist Philip Jackson introduced the term 'hidden curriculum' in 1968, however, the sentiment that non-explicit schooling experiences students' encounter result in unintended learning outcomes can be found in the ideas of education innovators like John Dewey (1916) dating back to more than a century. According to John Dewey, "the greatest of all pedagogical fallacies is the notion that a person learns only the particular things he or she is studying at the time because collateral learning in the way of formation of enduring attitudes, of like and dislikes, may be and often is much more important than a lesson in mathematics or research methods that is learned through the hidden curriculum which comprises tacit, indeterminate, implicit academic, cultural, and social messages that are communicated to students during their learning process in learning institutions". Eisner (1994) echoes Dewey's sentiments as he suggests that "we are well advised if we consider not only the explicit curriculum of learning institutions but also what schools do not teach because what is not taught is as important as what is taught". This observation concurs with Emile Durkheim (1992), who when discussing rules associated with learning institutions, claimed that "one learns more at school than what is explicitly included in school curricula". Dreeben (1968) argued that "the hidden curriculum has a function of social regulation in that it prepares students—from different social backgrounds to productively participate in the public domains".

Vallance (1973) formalized the concept of a veiled curriculum by expounding on three unseen curriculum elements:

- 1) The learning institutions' procedures and practices including the inculcation of values, socialization, and maintenance of the classroom structure.
- 2) Schooling contexts, including student-teacher interrelationships, classroom organizational structure and the whole organizational design functions as a microcosm of social value system.

3) Existence of dominant cultures which makes learning institutions places where pedagogical ideologies are practiced.

According to Lynch (1989), “universality of education removes particularisms and serves to maintain social inequalities among students”. Wren (1999) and Giroux (2001) argued that learning institutions are sites where not only knowledge gets transacted passively but also sites in which the participants involved make meaning out of the acquired knowledge and constantly mediate it for maintaining a society’s class structure. According to Cubukcu (2012) learning institutions function as a miniature of the larger society and often duplicate social depravities like violence, rebellion against authority, violation of “social rules, substance abuse, and other self-injurious behaviors”. Ashley Crossman (2018) concurred with Cubukcu (2012) in that the unstated lessons students learn from simply *being* in school, affect their learning experiences and their future relations with the society.

Some of the probable place where the veiled curriculum could be hiding include learning institutions’ rules and regulations, norms, teaching and learning methods audio-visual aids, interrelationships, classroom structure, the teacher’s exercise of authority, the teacher’s use of language, learning activities, textbooks, architecture, disciplinary measures, tracking systems, timetables and curricular priorities (Foot, 2017). This means concrete materials students learn are important, but of more importance is the social and moral lessons communicated to students through the unseen curriculum which significantly shape students’ moral character which in turn determines how they apply acquired competencies to deal social problems. The hidden curriculum is described as ‘hidden’ because it is simply not unacknowledged or unexamined by educators and the wider community (Educationist, 2014), but its influences are visible in students’ life even to keeping a job in the future.

The Knowledge Learning Institutions Teach

Learning institutions’ cultural aspects such as disposition of the management and faculty, structures and procedures, modes of knowledge transacted, pedagogical means and assessment, informal interactions among students and faculty cannot be taken lightly because they have profound effects on the ways in which students come to view the larger society and therefore create their personalities for playing their adult roles (Yüksel, 2006). As noted by Posner (2003), tacit learnings have a profound and lasting impact on students as they condition them “to certain patterns of behavior, manners of thinking, and dispositions, and even their underlying assumptions about the world” as well as goals of education. A lot of scholarship “on the unseen curriculum is focused on identifying hidden lessons and their role in social reproduction” (Anderson, 2002) but factors related to student’s schooling experience which is long and one of the strongest forces in their skills, knowledge and behavioral development, has been undermined especially in the competence-based curriculum. The question “what knowledge instructors are supposed to teach in the recently introduced competence-based curriculum in Kenya, seems a commonplace question, but it is one that clearly raises the issue of the values, attitudes and behaviors is the curriculum meant to transmit”, which is central to any political analysis of education. In other words, what would be considered as genuine all-rounded graduate is truly a societal construct-in other words the product of certain agencies selection and prioritization of specific content from other content (knowledge) which implies the existence of an unstated curriculum. In fact, Young’s (1971) argued that “curriculum is a set of knowledge and skills selected by interest groups which must be interpreted as a” stakeholder in an ideological process”. According to Young’s observation there is a strong bond between communally “constructed knowledge and the powers that claim the ability to select knowledge that serves their own interests” an

observation that comes with another key query of who then designs learning institution's curriculum like the competence-based curriculum, and for what purpose? According to SchoolsNet Kenya (2018), the competency-based curriculum introduced under 2-6-3-3 system of education in Kenya, is supposed to offer diverse opportunities for identification of students' potentials and talents in preparation for life and the world of work. The system puts emphasis on seven core competences, namely: "communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy."

The curriculum also seeks to instill values like love, responsibility, respect, unity, peace, patriotism and integrity. These set of values, are in harmony with moral values considered universal by diverse learning institutions' delegates, teacher unions, family support organization, national university learners service groups, faith communities, ethics centers and divine values education experts (Josephson Institute of Ethics, 1992): trustworthiness, respect, responsibility, fairness/justice, care/grace and citizenship, which are widely considered vital in the lives of every young person by both those who uphold the idea of absolute moral values and even those who do not. The need, therefore, is to understand the role competence-based curriculum's hidden curriculum's plays in the transmission of the said values as the only known medium for values and attitudes transmission.

Places where the Hidden Curriculum is Hidden

According to scholars like Martin (1983), there exists various potentially potent sources of the hidden curriculum, including "a wide array of contextual factors ranging from generalities like role modeling to more tangible factors such as organizational structure, rules and grading procedures", to mention but a few. A research conducted by the researcher between July to August in 2018 among 486 respondents identified 5 places where the hidden curriculum could be hiding in learning institutions: learning institutions' social atmosphere, lecturer-student, student-student and student-context interrelationships, instructive nature of education, architecture and physical setting of educational center and university's cultural orientation (Dinah Nyamai, 91). According to John Jusu (2018) there are four major places where the hidden curriculum is hidden: cultural orientation, curricular topics, teaching strategies and institutional rules. In this article the researcher collapsed the places where hidden curriculum could be hiding into three:

Learning Institutions' Social Atmosphere

One way of conceptualizing the role schooling plays in socializing students is the idea of unspoken lessons in terms of cultural inclinations and other communal activities that are highly-dependent on the personalized nature of instructor-student interrelationships within learning settings. According to Dewey (2004), written and unwritten content like the official curriculum topics and teachers' teaching strategies communicate unintended messages which teachers may be unaware of, but students engross them through observation and experience. For this reason, educators are better advised if they thoroughly understand their own attitude, assumptions and behavior within the organizational context of the competence-based education including things like teacher's outlook in terms of life, humanity and the role of schooling within the society.

Learning Institutions' Environment

The concept of schooling environment is referred to as cultural orientation in relation to the hidden curriculum. The National School Climate Center (2012) claims that learning institutions' inclinations which focuses on students' experiences with attitudes and

predispositions in their learning context, impacts teaching-learning processes and results in learning of its own. All factors involved in learning institutions' humanistic climate involve the hidden curriculum, but this article focuses more on the values, affective and behavioral domains associated with the competence-based curriculum's hidden curriculum. The implication here is that every aspect of learning institutions' environment is of importance to the success of its curriculum, including the competence-based curriculum.

Institutions' Educative Nature

The idea of an educative setting implies that learning situation is not just a backdrop to schooling, but that this setting is itself informative. According to Burbules (2008), there are two major ways in which a learning institution can be considered educative. "The first is in the sense of a contextual backdrop against which students understand and interpret explicit content from their teachers or textbooks. This backdrop may or may not frame explicit content as relevant or important or may even undermine the explicit learning by communicating mixed messages". For instance, we cannot ignore the contempt of expecting students to learn fairness in a tyrannical classroom or learn about conservation in a wasteful learning environment. In the same vein we cannot undermine the irony of the learning value of hard work and commitment in a learning institution that denies a student graduation when that student completed her dissertation two months before graduation for whatever reasons. As noted by Brenda Wingfield (2010), "it is futile and perhaps even foolish, to focus on the number of years, months or days that are required to complete doctorate". We also cannot overlook the hypocrisy of teaching integrity in an institution where students bribe for better grades or favorable comments. The second way in which learning institutions can be educative as noted by Burbules (2008), is on its own apart from explicit learning materials like "students' schooling experiences such as school's disciplinary mechanisms, classroom routines, and types of assessment practices which have no direct relationship to the explicit content of instruction but serve to accustom students to patterns of behavior, and values, that are gradually internalized as part of the hidden curriculum".

Methodology

The data reported in this article comes from a sequential explanatory design (Creswell and Plano Clark, 2011). The researcher first collected and analyzed quantitative data through a questionnaire with 64-closed ended item. She went through the filled questionnaires and identified items that were indicated as strongly influential and used them to design an interview guide with 14 open-ended questions which she used the qualitative phase of the research. The research was conducted in July-August 2018 in two Christian universities in Nairobi City County among 486 respondents and the findings concurred with other research findings that the hidden curriculum is always embedded within learning institutions' contexts, teaching content and interrelationships and plays a fundamental role in shaping students' view of reality (Dinah Nyamai, 2018, pp. 113-114). The regression of coefficient results showed that the calculated t statistic of 31.614, was greater than the critical t statistics of 1.96, and therefore, null hypothesis 5, that Christian universities' organizational structure has no significant influence on students' worldview was rejected. The regression of coefficient results showed that the calculated t statistic of 34.356, was greater than the critical t statistics of 1.96, and therefore, null hypothesis 6, that Christian universities' social interrelationships have no significant influence on students' worldview was rejected. The regression of coefficient results showed that the calculated t statistic of 23.452, was greater than the critical t statistics of 1.96, and therefore, null hypothesis 7, that Christian universities' instructional models have no significant influence on students' worldview was rejected. The regression of coefficient results showed that the calculated t statistic of 34.252, was greater than the critical

t statistics of 1.96, and therefore, null hypothesis 8, that Christian universities' cultural orientations have no significant influence on students' worldview was rejected.

Discussion of the Findings

While interest in competency-based education continues to grow the difficulty seems to lie in how desired competencies, attitudes and behaviors can be incorporated in teaching-learning processes. In addition, empirical research in the area lag in Kenya, which is another major obstacle for practitioners interested in comprehensively understanding the best way to implement the curriculum and effectively assess the desired competencies. This researcher extracted pointers in available on-line materials related to competence-based curriculum in line with the hidden curriculum. The main pointers identified in line with schooling orientation included mastery, corporation, outcomes, acquisition, co-construction and novel teaching models, which the researcher used to discuss what they mean in terms of educational ideology and political choices. The researcher also extracted ideas in relation to stubbornness of an economistic conception of growth in relation to the hidden curriculum as a seemingly unquestionable framework for interpreting worldwide educational situation. The aim was to understand competence-based curriculum philosophy and the unintended messages it might unnoticeably transmit through its hidden curriculum.

The schooling system: What alterations can be noticed in the competence-based education in Kenya?

Most of the analyzed publications in line with Kenyan education reform showed that education reform recommendations since 2008 were geared towards changing the education system from 8.4.4 to 2.6.6.3.

The dynamics of the Education System

The world of education has undergone a process of deep discussion on the role of learning institutions in the last 20 years in relation to challenges of the 21st century. Specifically, regarding how to reorient the teaching-learning process, evaluate learning outcomes, and articulate every curricular aspect to deliver the skills, attitudes and behaviors required by students to live responsibly in the society (Tejada and Ruiz, 2016). Almost all the articles the researcher found in google testify to the dynamics associated with CBE including how to define competence-based education, how to measure students' achievement, how late students may or may not arrive to class, how they should behave in class, and how much extra work they do if given the opportunity by any given instructor and what they should say or not say. The analysis shows that the term "competence-based education is often linked with "mastery of learning or outcome-based pedagogy". Teaching for mastery has existed in many forms for a long time and has challenged the education system on students' autonomy, clarity on students' expectations, mutual learning standards, ways of determining learning progress and accomplishment. However, competence-based schooling seems to be more than mastery education as it places emphasis on the principle of mastery and corporation between educational institutions, societies and education planners.

Integrative/combinatory: How do diverse disciplines create new theoretical and procedural innovations?

The discussed articles on competence-based curriculum reviewed that competence-based curriculum involves multiple learning situations through which students access and evaluate information. This implies interdisciplinary nature of competence-based education which enable students to turn information into knowledge through a scaffolded system of learning

experiences. As the prefix 'inter' indicates interdisciplinary concerns whose goal is to help students better understand present world's dynamics, which requires bringing about unity of knowledge.

Although this determination seems impractical, efforts to combine different disciplinary approaches are as old as education which suggests the importance of defining the connection between the contents to be taught based on every object in relation to social practices. According to Barthes (2014) competence-based schooling necessitates changes in the form of schooling that calls into question of the foundations upon which the curriculum is implemented and even evaluated.

Learning content: What informs dominant curriculum choices and what reasons informs the choices?

The analyzed articles on competence-based education revealed that teaching-learning practices are presumed to cause a change in students' relationship with the world and to promote change in societal decision-making. Competence-based curriculum actors' aim is to construct an orientation framework in students which legitimizes its choices of teaching for application. This means knowledge choice depends on its usefulness in terms of qualifying societal regularization process associated with sustainable development.

This observation is in line with Durkheim (1976) who argued that society is the creator of knowledge—in other words knowledge is a social reality. However, when emphasis is placed on practical aspects, it makes schooling look like a technique for operationalizing procedures and as a result, students' ability to individually problematize competencies, which although central to the making of autonomous citizens, can slip through the cracks and risk making education 'free-style' focusing on what children feel like doing to the detriment of objective knowledge.

Competency-based Education Challenges

Literature revealed several challenges facing competence-based curriculum implementation which includes carrying out necessary yet substantial shifts in instruction, assessment, and grading students' assignment (Scheopner-Torres *et al.*, 2015). One of the key problems is caused in part by the complexity that characterizes intangible competencies in students. Another challenge is the question of a suitable criterion that can help educators evaluate competencies like attitudes and behaviors acquired by students. Closely related to evaluating students' acquisition of competencies is the need to develop authentic procedures to involve staff and adequately train them on the implementation of the competency-based curriculum. All these challenges arise from environmental, social and commercial dimensions which are even more complex and are described in this article as 'notorious' problems.

There are several ways of defining the notorious problems which are basically grouped into 5 including difficulties in clarifying the problem, the nature and extent of the problem depending on who has been asked because different stakeholders have different versions of what the problem is. Each version of the problem has an element of truth—no one version is completely right or wrong, hence making it hard to write a well-defined statement of the problem. The debate concerning the causes, the extent and solutions to environmental and unemployment are good examples. Second, without a clear definition of the notorious problems, suggests no definite solution to the problems which means solutions to the notorious problems cannot be verifiably right or wrong but rather better or worse or good enough. As such, the notorious problems are assumed to be solved when deadlines are met, or

as dictated by other resource constraints rather than when the ‘correct’ solution is identified. For instance, the challenge of youth unemployment can never be completely solved, it can only be improved. Third, social complexity outweighs the technical complexities of the notorious problems because solutions usually involve coordinated action by range of stakeholders, learning institutions and government agencies, Fourth, since competency-based education is a major way of achieving competencies for work, it then involves many organizations beyond learning institutions.

For this reason, its implementation requires action at every level—from the international to the local—as well as action by the private and community sectors and individuals. Fifth, notorious problems involve behavioral change and so their solutions involve changing the behavior and/or gaining the commitment of individual citizens to living a different life. For this reason, more innovative and more personalized approaches are necessary to motivate individuals to actively cooperate in achieving sustained behavioral change.

Conclusion

The idea of tacit teaching positions the teacher in an active role in relation to the educative context, and in so doing, reframes the hidden curriculum as something which learning institutions, particularly educators have substantial influence over. As such, there is a strong possibility that by expanding the concept of teaching-learning process to include the management of factors contributing to tacit learning, competence-based education’s hidden curriculum can be reoriented to support, rather than subvert competence-based educational goals such as those related to positively productive citizenship, democratization, gender equality, social justice, and environmental sustainability. Besides, competencies expected of graduates must be clearly stated to the societies the graduates will work in because a passive public can be a key barrier which is a factor that education policy often fails to consider.

Cooperation of citizens require holistic, innovative and flexible approaches and the ability to work across boundaries to help every member better understand the problem and identify possible solutions. Jackson (1968) posts that “learning institutions should be understood as a ‘socialization process’ where students pick up messages through the experience of being in school, not just from things that they are explicitly taught.

This observation is in line with John Dewey’s suggestion that negative educational grounds cannot spur students to a positive futuristic approach in their lives. As such, it is imperative for learning institutions to make every effort to demonstrate civic, social and moral values as a part of school code of conduct. They should practice more what they want to see in students than say it. In simple terms they should become responsible citizens for children to see and learn from them.

In addition, the subject matter that teachers select and lessons they teach should convey holistic ideological, cultural, or ethical messages. This is because when students earn good grades or extra credit for turning in homework on time, for listening attentively, participating during class, raising their hands, and generally doing things they are told to do, students are tempted to think that compliance is important and that certain behaviors are academically rewarded and accepted to compensate for learning deficiencies.

This way learning institutions may be failing to engage students to grasp real, complex problems and thus the knowledge to be acquired is determined by teachers’ perspective of what is good or bad. This means without a clear picture of where we are, where we want to

be and the best way to get there, competence-based curriculum implementation may be difficult especially in the area of examining changes in students' competencies.

A program designed by the researcher from her research: *Influences of the Hidden Curriculum on Students' Worldview* in 2018 called REAL" God's workmanship may be useful in helping teachers understand what to look for in students in terms holistic competencies and how students should apply the acquired competencies, attitudes and behavioral in real life situations. REAL is an acronym which means relate it, explain it, apply it, and live it.

The Way Forward with CBE

Since competency-based curriculum is on its own, inadequate to facilitate students' acquisition of knowledge, skills like communication, problem-solving, decision-making, appropriate attitudes and values to enable them to live a well-rounded life, everyone involved in the teaching-learning process including instructors, administrators as well as students, should be able to clearly define competence-based outcomes.

In the case of African philosophy of learning where images, not concepts, are the main mode of students' perception, ill practices like dictatorships should be avoided to reduce inefficiency, time spent in learning and increase pedagogical precision and student holistic development.

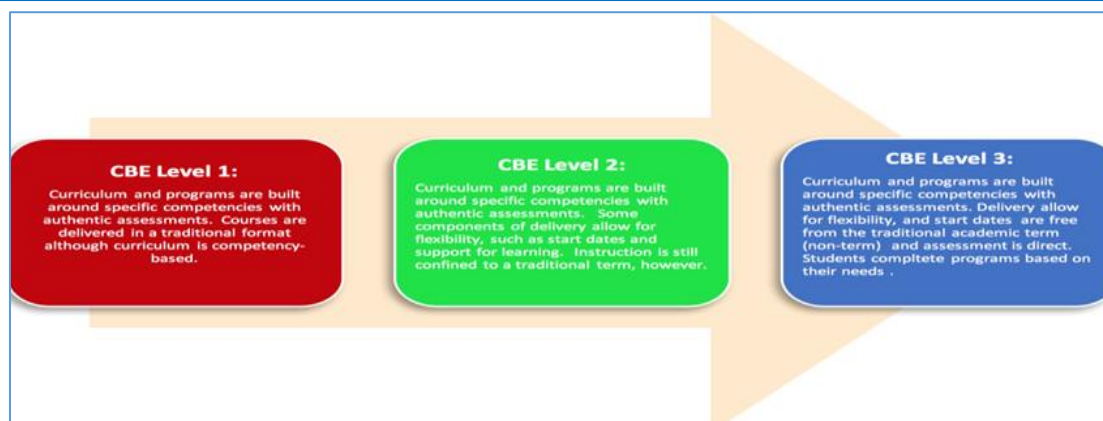
It also suggests that if contemporary citizens are holistically nurtured and encouraged to question, disagree and discuss viable ways of addressing the continent's problems such as famine, poverty, drug abuse, violence and exclusion of other people, we are likely to have better countries.

For this reason, competence-based curriculum designers as well as implementors must:

- 1) Organize every learning activity around activities geared towards acquisition of universally required knowledge, competencies, attitudes and behaviors.
- 2) Ensure all students are effectively trained to master novel skills as well as upright behaviors.
- 3) Work together, clearly define the scale for how students' achievement is determined and what qualities would be considered as real learning.
- 4) Be ready for students' variance, embrace it, and clearly state what they are looking for in graduates.
- 5) Provide clear ways for measuring whether students have reached the defined level of proficiency and what gaps still need to be filled.

These suggestions are in line with competency-based curriculum premise that all roles and functions involved in students' work should be defined and listed clearly and as much as possible dismantled into smaller cumulative steps through which students are helped to work through at individual's rate of progress with constant personalized, formative feedback until desired level of proficiency is attained.

In addition, this researcher believes we are well advised if we were very cognizant of the competence-based education's hidden curriculum and followed Rhonda Tracy' (2016) suggestion as illustrated in figure 2. Such efforts are likely to ensure far much better results of the competence-based curriculum in relation to students' holistic development:



Conflicts of interest: None

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Citation: Dinah Katindi Nyamai, Mercy Mugambi and Rosemary Imonje. 2019. Competence-Based Education: New Wine in Old Wine Skins?. International Journal of Recent Innovations in Academic Research, 3(4): 60-74.

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