



Relevance of Nyerere's Philosophy of Education to University Education in Kenya: A Case Study of Kisii University

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ARTICLE INFO

Article history:

Received: 05 October 2015;

Received in revised form:

29 October 2015;

Accepted: 06 November 2015;

Keywords

Academically oriented education,
Holistic education,
Nyerere's philosophy of education
Ideals,
Kisii University.

ABSTRACT

Education relevance in any given country is anchored in its philosophy of education. The Kenyan philosophy of education advocates for provision of a holistic education and training that promotes all the domains of learning. However, in practice academically oriented learning is emphasized focusing on cognitive domain while passively imparting the psychomotor and affective domains. This article reports on data from a study that sought to explore the perceptions on the relevance Nyerere's philosophy of education towards the academically oriented university education in Kenya for sustainable economic development. The research adopted a case study research design. Data was collected from one Dean of students, 5 Coordinators of campuses, 586 fourth education students and 22 lecturers from Kisii University selected using saturated, purposive and simple random sampling techniques. The data was collected using questionnaires and interviews. The items in the questionnaires were tested for content validity and reliability by means of a pilot study in one of the campuses that was not included in the sample. The data was analyzed using descriptive statistics. The results of the study revealed that university education was perceived as over-reliant on academic qualifications while neglecting practical learning and values. The study recommended that to offer holistic education require embracing ideals of Nyerere's philosophy of education in line with the original intended objectives of 8-4-4 curriculum in Mackay report and the current needs of the country to produce liberated self-reliant individuals.

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Introduction

Julius Nyerere, the previous and founding president of the United Republic of Tanzania, is known not only as one of the world's most respected statesmen but also as an educator and an original and creative educational thinker (Bennaars, 1998 & Kassam, 1995). He was born in 1922 near Musoma, Tanzania. After his primary and secondary education, Nyerere progressed to Makerere College Uganda, where he acquired a diploma in education in 1945, after Makerere, he came back to Tanzania and taught at St. Mary's school up to 1949, when he was granted a scholarship to Edinburgh University from where he obtained a Master of Arts degree in 1952. In Edinburgh, he encountered with Fabian thinking and began to develop his idea of connecting socialism with African communal living (infed.org, 2013). Fabians believed in evolutionary socialism rather than in revolution and they furthered the goal through education of the public along socialist lines through public meetings, discussion groups, lectures, published books, pamphlets, periodicals, conferences and political parties (Fabian Society, 1987). Nyerere's philosophy of education was to a large extent deep-rooted in socialist principles of Fabian society (infed.org, 2013). In this article, Nyerere's philosophy of education based on dual theories of *Education for self-reliance* and *Education for Liberation* are examined with a view to determine the extent of their relevance to the academically oriented university of education in Kenya. Nyerere's philosophy of education seems applicable to academically oriented institutions of higher learning in which pedagogical process of education tends to emphasize the cognitive domain reflected in the largely

examination based focus and the meritocracy connected with it (Nasongo & Musungu, 2009). Learners instead of grasping goals and objectives projected by the curriculum, learn by rote memory where inert facts and class notes are quickly forgotten after the examination (Mwaka, Musamas & Kafwa (2011) and Mattei, 1996). Subsequently skills and attitudes which are in the realm of psychomotor and affective domains respectively are basically overlooked. This impedes achievement of holistic education which entails acquisition of knowledge, skills, and attitudes.

In the famous Arusha Declaration of 1967, Julius Nyerere outlined the Education for Self-reliance' (ESR) Policy which criticized the existing Tanzanian education system in the late 1960s for being individualistic, competitive, and based on rote memory learning (Kassam, 1995). The main objective of education for self-reliance in Tanzania was "to foster the social goals of living together and working together for the common good" (Nyerere, 1967:239) which promoted holistic education which not only focused on the of cognitive component but also the affective learning domain. Nyerere in (Nyerere, 1967) asserted that education provided must encourage the development in each citizen; and a basic self-confidence in his own position as a free and equal element of the society, who values others and is valued by them for what he does and not for what he obtains. So far as achievement of psychomotor objective is concerned, the policy called for the inclusion of practical pursuit and productive work into the educational curriculum, not as punishment, but as an integral part of the learning process. Farming activities, housekeeping and

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administrative tasks became a vital part of the education process as a means of learning responsibility and cooperation. During vacations, students in universities were expected to participate in practical projects related to their field of study; failure to participate brings lower grades (Nyerere, 1967). It also urged linkage of education plans and practices with national socio-economic development and the world of work (Kitogo, 2010). Concerning content of education, ESR made the content more African and Tanzanian, by teaching on local leaders and traditional rulers rather than the Kings and Queens of England (Nyerere 1967). Kiswahili was adopted as the medium of instruction, starting with the primary level, but with the intention of continuing it right up to the University level. In the school, debates between teachers and students were encouraged, elders had teach-ins with their children and Nyerere himself debated with students and professors at the University of Dar-es-salaam. Nyerere therefore espoused problem solving approaches to teaching and learning based on cooperative group work. In the context of newly independent Tanzania, Nyerere wanted higher education in particular, to prepare not merely philosopher-rulers but community-minded intellectuals who would acquire the ability to reflect critically and to act upon daily-life circumstances in society, and who would develop the attitude to serve and not only to rule that society (Nkulu, 2005). University education was therefore to produce men and women with technical-know-how and with social responsibility. Nyerere frequently reminded the university students that their education was being paid for by people by and large much poorer than themselves and that their advantaged educational position carried with it heavy responsibilities to the whole nation (Kitogo, 2010).

According to Nyerere (1974), the primary purpose of education is the liberation of man. To liberate is to set free from impediments that hinder human progress and development (Kadenyi & Kariuki, 2011). Education has to remove certain restraints and limitations to development, including poverty, disease, slavery, colonialism, ignorance and dependence. In Nyerere's view this can be achieved by releasing liberating ideas and skills to the mind of learners. Classroom should be a place where ideas are freely expressed and scrutinized for their logical and epistemic value. This would empower learners to think for themselves thus becoming self-reliant and liberated from mental slavery of depending on teacher's notes (Nyerere, 1974 & Njoroge, 1990). In the same vein education was to prepare learners for their responsibilities as free workers and citizens who make judgment on all issues affecting them. In other words, education ought not to produce robots, which work powerfully but never query what leaders do or say (Nyerere, 1967).

Education for self-reliance that Nyerere advocated, align well with the educational philosophy of Dewey which has gained increased attention in the United States (Westbrook, 1991), particularly with the renewed emphasis on civic responsibility and service-learning in higher education (Ehrlich, 1996). The goal of service-learning is emphasis on the collective good of society. "Social responsibility" is key learning goal (Westbrook, 1991). Similarly in South Africa, the rationale for including a service-learning component in the curricula of students is to prepare a civic-minded graduate that is; "To promote and develop social responsibility and awareness amongst students of higher education in social and economic development through community service programs" (Department of Education, 1997:78). This kind of pedagogy ensures holistic education not only focusing on the components of cognitive but also the affective learning domain.

Nyerere's notion of education for self-reliance has been embraced by many developing countries in Africa. For instance, Botswana has widely adopted the idea that education should develop citizens who are self-reliant and one of the five national principles being self-reliance. In the spirit of self-reliance, the classroom teachers were expected to be self-reliant and when necessary improvise some teaching media in order to make teaching effective. Students were also encouraged to do self-study and find out information from a variety of sources instead of looking at the teacher as the sole provider of knowledge (Thenjiwe & Mulvihill, 2009).

In Kenya, Nyerere's philosophy of education seems relevant to university education in the wake of globalization and dynamic changes of contemporary society. Nyerere's views on education are in line with Mackay report (Republic of Kenya, 1981) who recommended the initiation of the 8-4-4 system of education, geared towards practical and technical education. The 8-4-4 system of education was designed to provide life-long education to make individuals self-reliant and productive in agriculture, industry and any other services. Republic of Kenya (1999) - Koech Report, also asserted that practical subjects should be highly emphasized in the curriculum and teaching should adopt a practical approach. Nyerere's philosophy of education advocated for a rounded humanitarian education which was not elitist, which did not divorce its participants from society and which encouraged productive work (Kassam, 1995). He thus called for a wholesome and balanced education which entailed all the learning domains (Njoroge & Bennaars, 1986). This concurs with the Kenyan philosophy of education which advocates for a holistic quality education and training that includes all the three domains at all levels of education (Republic of Kenya, 2005). Office of the United Nations High Commissioner for Human Rights (2001) supports this view, noting that education should not be narrowly focused on limited skills, to the detriment of the child's broader social and personal development, but rather shall be directed to the full development of the human personality and the sense of its dignity. It is therefore imperative that university education in Kenya should adopt a multidimensional orientation that guarantees the liberation of the graduates, leading to the attainment of self-reliance (Nasongo & Musungu, 2009).

Statement of the Problem

A holistic quality education and training as spelt in Kenyan philosophy of education advocates for education that includes cognitive, psychomotor and affective domains at all levels of education (Republic of Kenya, 2005). However the current university education seems to be academically oriented and inculcate a culture of over reliance on academic qualifications. According to a survey by University World News (2014); 51% of the graduates in Kenya are 'half baked' for the job market and graduates lacked employability skills- technical mastery and basic work-related capabilities related to affective and psychomotor domains despite having admirable academic achievement. The graduates seem to be only very conversant with academic theories than actual implementation of the theories. According to the survey, even in purely technical courses like engineering and medicine, lecturers heavily dwell on the theoretical rather than the practical aspect which is vital for the job market. Not much innovation and invention is encouraged. This would result in producing graduates who are less competitive at the global level and lacking skilled labour intended to propel Kenya towards the realisation of vision 2030. In response to this problem, the study proposes to examine the relevance of Nyerere's philosophy of education and the extent it

promotes the three domain skills for holistic education leading self-reliant and liberated graduates.

Research Questions

- a) What are the perceptions of university stakeholders towards infusion of learning domains in academically oriented university education?
- b) What are views on the relevance of Nyerere's philosophy of education based on education for self-reliance and education for liberation towards academically oriented university education?

Purpose of the Study

The purpose of this study was to examine the relevance of Nyerere's philosophy of education to academically oriented university education in Kenya: A case study of Kisii University. The study also examines the philosophy based on education for self-reliance and education for liberation, with a view to coming up with recommendations on how these ideas can be adopted not only in the study locale but also in the entire education system.

Significance of the Study

The research findings on the relevance of Nyerere's philosophy of education to university education are hoped to provide useful information to the university curriculum developers in the formulation of holistic and more inclusive curriculum which takes into account emphasis of all domains of education as advocated for by Nyerere. Since it offers an evaluation of the role of education in the realisation of the national goals the study is likely to help curriculum developers in their search for a curriculum that reflects the aspirations of the Kenyan people towards university education. When adopted, it is hoped that Kenyan university graduates would be more competitive globally and the anticipated vision 2030 education realities would be realised. Finally, the study will form a basis for further research.

Methodology

Case study research design was used in this study since it investigates a phenomenon in depth and within a small and manageable area and sample (Yin, 2003). The study was carried out in Kisii University and its 5 campuses that is; Main, Down Town, Keroka, Ogembo and Isebania Campuses. Saturated sampling was used to pick 586 fourth year education students; simple random sampling was used to identify 22 lecturers and purposive sampling method for picking five coordinators of campuses and the dean of students of Kisii University. Instruments of data collection used were questionnaires and interviews. Two likert type scale questionnaires were designed by the researcher to obtain data for the study. The questionnaires were used to collect data from a sample of 22 lecturers and 586 students. These questionnaires were: i) Lecturers Questionnaires (LQ); and Students Questionnaires (SQ). The questionnaires consisted of 21 items divided into two sections: Section a) collected data on demographic data, while section b) collected data on academically oriented university education and Nyerere's philosophy of education. The interviews schedules were used to collect data from Dean of students and Coordinators of campuses. The interview schedules were also used to collect data on academically oriented university education and Nyerere's philosophy of education.

Both construct and face validity was ascertained through discussions with experts. The reliability of 0.716 was established for the instrument for Lecturers' (LQ) using the Cronbach Alpha internal consistency reliability test. The Students' Questionnaire (SQ) yielded an alpha coefficient reliability of 0.754. The study utilized descriptive statistics to analyze the data. The responses to qualitative data in form of words and phrases were prearranged followed by creating categories, themes and

patterns linked to research questions. This was analyzed and conveyed by descriptive narrative.

Results of the Study

Data obtained from the questionnaires were systematically analyzed and presented as follows:

Research Question 1

What are the perceptions of university stakeholders towards infusion of learning domains in academically oriented university education?

Table 1 presents the distribution of responses on a likert scale by the perceived attainment level of infusion of learning domains. The codes 1, 2, 3, 4 and 5 corresponded to Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA) respectively. The findings of this research study indicated that the surveyed respondents were of the view that learning domains were utilised from all the domains to some extent. The cognitive domain which involves aspects such as Knowledge, Critical Thinking and Scientific Approach and Communication Skills had 75.4%, 66.6 % and 72.8 % respectively. The results indicated that majority of the respondents perceived that cognitive domain skills were infused well in learning. Psychomotor domain had features such as psychomotor /Practical/Technical Skills, information management and Lifelong learning and Managerial and Entrepreneurial Skills. They had 40.8%, 42.8% and 40.8% respectively. The results point out that majority of the respondents perceived that psychomotor domain skills were not well infused in instructions in university education. As far as affective domain is concerned, aspects such as Social skills and Responsibility (40.6%) and values, Professionalism, attitudes and ethics (38.8%) were viewed. The results reveal that majority of the respondents perceived that affective domain skills were not well infused in instructions in academically oriented university education. These results are line with the findings of Mwaka, Musamas & Kafwa (2011), Parrilla (2001) who noted that stressing on the cognitive learning consequently leads to passive presence of psychomotor domain for acquisition of practical skills and affective domain for attainment of values. The findings are also at par with the study of Ntabo, (2012) and Republic of Kenya, (1999) (Koech report) who contend that the main difficulty with academically oriented education is that it lacks practical skills, character formation and relevant training for survival in the society.

Research Question 2

What are views on the relevance of Nyerere's philosophy of education based on education for self-reliance and education for liberation towards academically oriented university education?

Table 2 presents the distribution of responses on a likert scale on the perceived relevance of Nyerere's philosophy of education based on education for self-reliance and education for liberation. The codes 1, 2, 3, 4 and 5 corresponded to Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA) respectively. From table 2, it is evident that all the items scored more than 50%. Aspects of cognitive domain such as; students should find out information from a variety of sources themselves (62.6%), lecturer being a guide (midwife) during learning (79.2%), encouraging problem solving approaches (66.2%) and lecture halls should be a place where ideas are freely expressed (59.6%) were agreed upon by respondents. Features of psychomotor domain such as; assessment to consider both academic abilities and the work done for the learning institution and community (78.6%), learners to be prepared for both white-collar and blue collar jobs (67.25%), Practical subjects should be emphasized in the

curriculum (70.2%), trained teachers to improvise some teaching media to make teaching more effective (62.6%) and education should be a liberating process that increases human freedom and make learners creators (66.6%) were also concurred with. Aspects of affective domain including; producing men and women with technical-know-how and with social responsibility (66.4%), social goals of living together for the 'common good' and inculcation of values (71.2%), culture of moral discipline and work ethic should be fostered (66.6%) were equally assented to. The results from this study are consistent with the Mackay report (Republic of Kenya, 1981) who recommended the initiation of the 8-4-4 system of education, which was designed to provide life-long education to make individuals self-reliant and productive in agriculture, industry and any other services. Akinpelu (1981) and Republic of Kenya (1999) (Koech Report) also asserted that practical subjects should be highly emphasized in the curriculum and teaching should adopt a practical approach. The findings are also consistent with the views of Hamzah (2014) who attested the need to adopt the German dual education system which makes it compulsory for tertiary level students to undertake a complete year off from their academic studies to connect themselves for industrial training, and to go back to their course to finalize their studies for the diploma or degree. He further noted that academic programmes calendar has to accommodate this 'gap year' for integrated academic and vocational training (skill-drive education) in order to achieve the aim of more balanced employable graduates rather than just sheer certificate-chasers. Likewise it concurs with Ogula and Munene, (1999) assertion that classroom should be a place where ideas are freely expressed and scrutinized for their logical and epistemic worth. This will empower learners to think for themselves thus becoming self-reliant and liberated from mental slavery of depending on teacher's notes. This is in line with Akinpelu (1981) who asserted that teachers should develop problem solving approaches to teaching and learning based on cooperative group work. This is at par with Njoroge and Bennaars (1986) who asserted that education should be a liberating process to the extent that it increases human freedom; human beings become creators and producers of culture, of science and technology, of a human society. This lays the foundation – in philosophical terms – of the creative dimension of education.

From the interview schedule the results indicated that the relevance of Nyerere's philosophy of education philosophy was perceived positively on the issues related to academic performance in the realm of cognitive domain such as lecturer being a guide (midwife) during learning, encouraging problem solving approaches and lecture halls should be a place where ideas are freely expressed. Below is a respondent's narration contrary to lecturer being a guide during learning and the kind of teaching going on in most universities.

...we are spoon-feeding these learners instead of acting as a guide so that we can then bring the best out of them so that they are able to do a number of things on their own. Many a times we dictate notes which they write and they read only those notes and they don't even bother to go and do extra reading. We should really be a guide... introduce a topic and divide the class into groups ...to handle certain aspects of the topic on their own ... to get the skills of collecting information on their own then thinking very critically of the information they have collected.

The above quotation suggests that students are spoon-fed during lectures as notes are dictated and students do very little extra reading. Lectures are largely teacher centred. For this reason, it was concluded that lecturers are largely not acting as guides or midwives during teaching process. This is contrary to the Dewey's theory who advocated for learning-by-doing and the role of a teacher as a guide to a child (Westbrook, 1991).

In the study some respondents were of the notion that lecture halls (classrooms) should be a place where ideas are freely expressed and examined for their logical and epistemic merit. Some respondents however cited some constraints which hinder free expression in the lecture halls. This finding was explained like this by one of respondents:

To some extent yes, to some extent no. Yes because we normally give these students opportunities to express themselves in class. But we have constraints; one is time. You are rushing to complete the course outline. So if you allow these students to express themselves, it means the lessons will drag and ...it will not be easy to finish course outline. Two, some lecturers suffer from lack of confidence. They don't want these learners to ...ask questions. They might pin you down on questions that you are unable to answer. The learners may also be suffering from lack of confidence... the inability to express themselves and think critically about some of the issues discussed in class.

This finding indicates that learners express themselves only to a limited extent in classroom. However this should not be the case. It happens due to constraints of time and lack of confidence among some lecturers and students. Ogula and Munene, (1999) asserts that classroom should be a place where ideas are freely expressed and scrutinized for their logical and epistemic worth. This will empower learners to think for themselves thus becoming self-reliant and liberated from mental slavery of depending on teacher's notes.

Other respondents were of the view that University education should prepare learners for both white-collar (office work related) jobs and blue (manual) collar jobs to strengthen the aspects of psychomotor skills. The following quotation vividly illustrates the need for a change of mindset to prepare learners for not only white collar jobs but also blue collar jobs as one respondent pointed out below:

These students... after they leave college they want to work in a bank, as clerical officers as DEOs (District education Officers) and so on. Those are all white collar jobs which are in short supply. So we can impart these ideas in the so that after college they work as mechanics, in workshops, establish carpentry workshops. That will be absolutely necessary so that they don't complain of no jobs yet we have plenty of jobs in the Jua kali sector, which they feel are below their standards. But it requires a change of mindset.

The above findings show that there is need to change the mindset of students to respect both white collar jobs and blue collar job due to scarcity of white collar jobs in the labour market. This concurs with Hinzen and Hundsdorfer (1979) who noted that learning institutions should contribute to the integration of mental with manual labour. African minds should be liberated and decolonized so as to show respect for manual as well as academic labour.

Table 1. Perceptions towards infusion of learning domains

Statement	SD	D	N	A	SA	TF	TS	AV	%
1. Knowledge is acquired	43	52	38	318	135	586	2208	3.76	75.4
2. Critical Thinking and Scientific Approach is achieved	47	118	53	330	38	586	1952	3.33	66.6
3. Communication Skills are inculcated	38	105	21	287	135	586	2143	3.64	72.8
4. Psychomotor /Practical / Technical Skills are infused	224	235	32	70	25	586	1195	2.04	40.8
6. Lifelong learning and information management	193	258	38	54	43	586	1254	2.14	42.8
7. Managerial and Entrepreneurial Skills acquired	181	310	33	15	47	586	1195	2.04	40.8
8. Social skills and Responsibility are infused	208	277	18	44	39	586	1187	2.03	40.6
9. Professionalism, values, attitudes and ethics are emphasised	205	306	11	36	28	586	1134	1.94	38.8
Grand Average	142	207	31	145	61	586		2.62	52.4

Table 2. Views on Nyerere's philosophy of education

Statement	SD	D	N	A	SA	TF	TS	AV	%
Students should find out information from a variety of sources themselves instead of looking at the lecturer as the sole source of knowledge.	38	205	21	287	35	586	1834	3.13	62.6
The lecturer should only be a guide (midwife) during learning.	25	70	32	235	224	586	2321	3.96	79.2
Lecturers should encourage problem solving approaches to teaching and learning.	79	145	17	207	138	586	1938	3.31	66.2
Lecture halls should be a place where ideas are freely expressed and scrutinized for their logical and epistemic worth.	46	221	51	233	35	586	1748	2.98	59.6
The assessment of students' performance should consider both academic abilities and the work done for the learning institution and community.	19	64	23	312	168	586	2304	3.93	78.6
It should prepare learners for both white-collar and blue (manual) collar jobs.	44	117	88	258	79	586	1969	3.36	67.2
Practical subjects should be highly emphasized in the curriculum.	59	124	18	227	158	586	2059	3.51	70.2
Trained teachers should be self-reliant and improvise some teaching media to make teaching more effective.	47	179	51	270	39	586	1833	3.13	62.6
Education should be a liberating process that increases human freedom and make learners creators and producers of culture of a human society.	43	135	78	248	82	586	1949	3.33	66.6
Education should produce men and women with technical-know-how and with social responsibility.	45	127	78	267	69	586	1946	3.32	66.4
Social goals of living together for the 'common good' and inculcation of values, norms and beliefs of society has to be fostered.	27	180	29	135	215	586	2089	3.56	71.2
A culture of moral discipline and work ethic required for modern industrial and technological world should be fostered.	47	118	53	330	38	586	1952	3.33	66.6
Grand Average	43	140	45	251	107	586		3.40	68.0

Note: TF- Total Frequency, TS- Total Score and AV- Average

Ntabo (2012) posit that we need an education which is oriented to the real needs of the community, an educational system that discourages the attitude of graduates moving from rural areas to urban centres in search of white collar employment.

The study findings in addition revealed that respondents were of the opinion that mode of examination assessment should be improved to include both class work and individual abilities. Concerning the evaluation and assessment in the university one of the respondents had this to say:

We can change the system of evaluation so that besides assessing these students in class we can also assess them outside the class... we can assess them on the basis of their contribution to things like drama, acting as role models so that they inspire those who are in secondary and primary schools. Their contribution in church... community service such as doing cleaning in town can be assessed... the system we have here is just class work assessment based on what they did in class... we can incorporate such so that we have.. holistic system of assessment which go beyond class work.

This is in line with the second goal of education in Kenya which emphasise on promotion of the social, economic, technological and industrial needs for national development particularly the social needs which prepare children for the

changes in attitude and relationships which are necessary for the smooth process of rapidly developing modern economy (Republic of Kenya, 2002).

The study also found out that some respondents were of the point of view that teachers trained from universities should be self-reliant and when necessary improvise some teaching media in order to make teaching effective. This is how one respondent who was interviewed explained the situation:

...they [trained teachers] can be innovative when they come up with... the teaching learning resources. That is the element of self reliance that we really need to impart to them so that they don't go to school and require the administration to provide them with everything when we have plenty of items in the environment which they can make use of.

The above findings strengthen the call for improvisation of teaching-learning media among trained teachers. This would enable them make use of locally available materials for teaching to be more successful. This is at par with the study of Thenjiwe and Mulvihill (2009) who noted that teachers are expected to be self-reliant and when needed improvise some teaching media so as to make teaching more effective. Teachers should be inventive in producing their own teaching materials.

The findings of this study further revealed that social goals of living together for the 'common good' and inculcation of

values, norms and beliefs of society should be fostered. Here is confirmation from one of the respondents:

If we would apply some of those philosophies of Nyerere such as socialism, brotherhood, loving each other, we will produce individuals who have values... live peacefully with each other members of the society. His philosophy... has a big role to play in improving relationships among human beings and imparting useful values that will make people live a peaceful life.

This is in line with the fourth goal of education in Kenya which promotes sound moral and religious values (Republic of Kenya, 2002).

Generally the respondents were of the view that that the tenets of 8-4-4 system of education were almost similar to Nyerere's philosophy of education only that the three domains need to be underscored during the teaching process. One respondent explained:

Self reliance is one of the key objectives of the 8-4-4 system. Nyerere also talked about self-reliance. Preparation for blue collar jobs is also... a similarity. Imparting useful values also applies in both 8-4-4 and Nyerere's philosophy of education. It seems Mackay report... borrowed quite heavily from Nyerere's philosophy. The issue now is the implementation.

The above quotation suggests that to a larger extent tenets of the 8-4-4 system of education are parallel to those of Nyerere's philosophy it is only that it was not fully implemented. Studies conducted by Wanyama and Chang'ach (2013) revealed that the present 8-4-4 curriculum has to be in line with its original intended objectives and the current needs of the country in order to steer Kenyans to the economic and social goals of Vision 2030. It should aim at enabling the youth to apply a more effective role in the life of the nation by imparting to them necessary skills and knowledge and inculcating the right attitudes.

Summary of Results

The findings of this study indicated that infusion of learning domains in academically oriented education was viewed both positively and negatively in university education. The positive attributes towards cognitive domain included: inculcating knowledge, critical thinking and scientific approach and communication skills. Negative views towards infusion of psychomotor and affective domains in university education comprised of: infusion of practical / technical skills, lifelong learning and information management, managerial and entrepreneurial skills, social skills and responsibility, professionalism, values, attitudes and ethics.

With respect to the relevance of Nyerere's philosophy of education, the study revealed that it is relevant on university education system since it promotes aspects of the learning domains of cognitive, psychomotor and affective. A number of aspects of the philosophy were found to be applicable towards infusion of affective domain. These include fostering of social goals of living together for the 'common good' and inculcation of values, norms and beliefs of society. Education should produce men and women with technical-know-how as well as with social responsibility. A culture of moral discipline and work ethic required for modern industrial and technological world has to be fostered. On emphasising the realm of psychomotor domain, the philosophy asserts that university education should prepare learners for both white-collar (office work related) jobs and blue (manual) collar jobs. Practical

subjects should be highly emphasized in the curriculum. Trained teachers should be self-reliant and when necessary improvise some teaching media in order to make teaching effective. The assessment of students' performance should consider both academic abilities and the work done for the learning institution and community. Mode of examination assessment should be improved to include both class work and individual abilities. Education should be oriented to rural life to counter rural urban migration and unemployment in urban centres. In order to foster the aspects cognitive domain, Nyerere's philosophy reveals that lecture halls should also be a place where ideas are freely expressed and scrutinized for their logical and epistemic worth. At the same time students should find out information from a variety of sources themselves instead of looking at the lecturer as the sole source of knowledge. Lecturers (teachers) should encourage problem solving approaches to teaching and learning. The lecturer should only be a guide during learning and not spoon feed learners. Generally, original domains in the 8-4-4 system of education should be underscored since most features of the system are comparable to those Nyerere's philosophy of education.

Conclusions

In line with the first research, the study concludes that all the learning domains should be utilized in university education. The positive views towards cognitive domain involving aspects such as inculcation of Knowledge, Critical Thinking and Scientific Approach and Communication Skills should be maintained and the negative perception regarding the psychomotor and affective domains on outcomes such as practical / technical skills, lifelong learning and information management and managerial and entrepreneurial skills, social skills and responsibility and professionalism, values, attitudes and ethics should be tackled. In order to address the negative perceptions, the Ministry of Education and university management should focus on making reasonable educational policies geared towards achievement of holistic education. Instead of over reliance on academic qualifications; practical learning, co- curricular activities and life skills education, promotion of core values of the institution, intra-personal values, inter-personal values and civic virtues should also be emphasized and assessed. This would benefit students in several ways by changing the existing pedagogical process of education which tends to emphasize the cognitive dimension reflected in the largely examination based focus and the meritocracy associated with it and bringing in more options for an all-round development in students, especially by recognizing special, individual talents and creativity.

In line with the second research question, the study concludes that a number of tenets of Nyerere's philosophy of education are applicable towards improvement of academically oriented university education in all learning domains. With regard to affective domain, Nyerere's philosophy holds that certain facts, truths and principles, believed to be basic, essential and persistent should be transmitted to the citizens through education. These comprise of the national values, moral and social ethics as well as other truths to do with general well-being for the individual and the entire society such as living together for the common good, social responsibility, a culture of moral discipline and work ethic, hygiene, environmental conservation and general life skills among others. In this respect, universities need to comply with ISO standards to maintain quality and more fundamentally, to adhere to University ethics. On emphasising the realm of psychomotor domain, the Nyerere's philosophy of education asserts that university education should adopt

utilitarian principle which perceives education as a social task whose functions are to develop human capacity by preparing future leaders and workers through self-reliance, transmission of relevant skills, competencies and dispositions. To achieve that objective, university should prepare learners for both white-collar (office work related) jobs and blue (manual) collar jobs and trained teachers should be self-reliant and when necessary improvise some teaching media for effective teaching. The assessment of students' performance should consider both academic abilities and the work done for the learning institution and community based on Bloom's Taxonomy. In order to promote on the facets of cognitive domain, the study concludes that Nyerere's philosophy reveals that lecture halls should also be a place where ideas are freely expressed and scrutinized for their logical and epistemic worth. At the same time students should be encouraged to find out information from a variety of sources themselves rather than depending on the lecturer as the only source of knowledge. Lecturers should encourage problem solving approaches to teaching and learning. The lecturer should only be a guide (midwife) during learning and not spoon feed learners. In general, in the effort of producing first class graduates with wholesome quality, characteristics and aptitudes in the universities, there is need to also consider assessment procedure and approaches that are truly valid and reliable to measure the learning outcomes of the students. The goal of the producing first class student must be commensurate by first class teaching instructions covering all the learning domains.

Recommendations

Concerning first research question, the study recommends that university curriculum should be modified so that assessment of students' performance should take into account both academic abilities and the work done for the learning institution and community. This will enhance the cognitive, affective and psychomotor skills. In the same spirit, university management should move towards applying outcome-based education (OBE) in handling teaching and learning instructions at university education. This will adequately prepares graduates with values and skills to face challenges in life and at work places in the 21st Century.

With regard to the second research question, the study recommends that in order to achieve the wholesome university education as enshrined in Nyerere's philosophy of education, 8-4-4 curriculum has to be in line with its original intended objectives as spelt in the Mackay report and the contemporary requirements of the country. Instructional strategies should be diversified and be more practical oriented to allow the learners operationalize their efforts in and out of university. In general, in the effort of producing first class graduates with wholesome quality, characteristics and aptitudes in the universities, there is need to also consider assessment procedure and approaches that are truly valid and reliable to measure the learning outcomes of the students. The aim of the producing first class graduates must be proportionate to first class teaching instructions embracing all the learning domains. To be able to address the delicate situation surrounding our current academically oriented model of education in institutions of higher learning, researchers recommend that the type of education offered in these institutions should be founded on "the sure and certain foundation of a wholesome education that caters to the intellectual, spiritual and social needs of the mind, body and soul" (Lutz & Mimbi 2004: 23).

Acknowledgement

Special thanks to my co-author Dr. Bernard Mwebi who tirelessly guided me in the course of preparation of the article. I

also thank my family members and dear friends Gordon Ouma, George Odiwuor and Silas Ongeri for their support and for being instrumental in shaping my work. Last but not least I would like to sincerely thank and appreciate the fourth year Education students, full time and part time Lecturers, Dean of students, Coordinators of campuses and Exams Officer of Kisii University who were my respondents. They provided the required information without which this work would not have been completed. May the Almighty God bless each one of them abundantly.

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