

An Empirical Study On The Relationship Between University Management Capacity To Provide Instructional Capacity And Provision of Holistic Education in Universities in Nairobi, Kenya

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Abstract

The purpose of the study was to find out the relationship between instructional capacity and provision of holistic education in Universities in Nairobi Kenya. The objective of the study was to examine the influence of instructional capacity on the provision of holistic education in universities in Kenya. The study employed mixed methodology and concurrent triangulation design. It was carried out in public Universities in Nairobi Kenya. The target population was 30 members of the senate from the 7 Universities targeted, 30 members of non-teaching staff and 140 lecturers and 2200 students giving a total of 2400 participants. The study employed questionnaires for the University senate members and the lecturers and interview schedules for the non-teaching members of staff. Descriptive and inferential statistics like frequency tables, graphs and tables were used to present data. The holistic theory used in the study proves the main idea that learning effectively need to be activated on individual capacity that contains holistic aspect and that quantity and quality are necessary. The institutional theory used agrees that institutional environment can strongly influence the individual development of a learner. The study found out that there is a significant contribution in instructional framework in terms of maintain classroom profiles, planning and engaging lessons, re-teaching and providing additional student support and partnering with student families to reflect on student performance. The study recommended that there is need for the Universities to enhance the capability of instructional capital capacity to enhance holistic education.

Keywords

University Management, Holistic Education, instructional capacity, Provision

Background to the Study

Miller (1991) describes holistic education as education that is based on the fact that an individual, through connections into the community is able to identify with it, gets meaning and purpose in life and through the natural world, gets humanitarian values of peace and compassion. Worldwide, holistic education aims at calling people to have deep personal respect for life and a passion for learning (Forbes, Scott & Robin, 2004). Universities in the world are led by governing or management organs appointed or elected to their positions and given the responsibilities to ensure the institutional learning and overall academic performance (Aghion, 2009 and Kearney, 2007). Many universities lack the capacity to harmonize their learning systems geared towards the wholeness development of learners.

Universities are recognized as the institutions that offer experiences through holistic learning that are formal and systematic, but are not the only institutions that provide youth and learners education informal learning experiences that conflict are provided at home, by community and the society at large (Anderson, 2001). It is generally recognized worldwide that university managements have numerous responsibilities: they oversee management and provision of resources, finances, ensure provision of quality education; set strategic plans and directions; build community relationships and stakeholders participation; establish ethical standards, values and compliance. The university management guides in the development of learning programs and any other university programs alongside their associate curriculum (UNEC, 2011). For many years universities in the world and their management capacity have remained unchanged, offering special programs only directed to career endeavors (McGrath & Noble, 1995). The changes in technology and the demand for whole life developments of learners in the recent past have since forced the university management to improve or adopt new policies while at the same time improving

the type of learning provided by the programs set. Therefore the capacity of the university management in the provision of holistic learning approaches is of great paramount (Commission for University 2014). Consequently, if connectivity of the school, home and community is availed, holistic education can be felt in a more powerful and effective way.

For the achievement of aspects of holistic education, the national objectives of learning in Kenya as stipulated in the MOEST (2010) report which says that Education should do its part in helping the youth develop this aspect of national hood by promoting positive attitudes of mutual respect and to remove conflicts thus enabling them to live harmoniously together and promote patriotism in a bid to make positive contributions in the nation. This study sought to establish whether university management have the capacity to provide instructional capacity towards provision of holistic education that help in the development of whole life experiences among learners.

Statement of the Problem

Universities are intended to provide universal education to their students by providing curriculum which is meant to produce an all rounded graduate. This can only be possible through availability of the desired capabilities by the universities management in Kenya, the mandate to provide the resources for provision of the desired education is best used on the university management. However, the influence of the university management capacity on provision of the holistic education is not known. Provision of holistic education and instructional availability may have been over stretched by the rapid increase in universities enrollment in the recent years. The increase demand for the higher education and increase demand for the quality graduate output necessitates the study. The achievement of holistic education is not only vested on the student but also the capacity of the university management to provide it.

While this has been underscored as an important observation, various studies undertaken seem to have scanty evaluation and sometimes lacking as far as the relationship between university managements capacity in instructional provision and provision of holistic education is concerned.

Previous studies have established role of institution of higher learning in enhancing sustainable development, showing that learning institutions role was to educate students to be agents of liberation transformation and development. From these studies, the evidence on the level of emphasis given to holistic education is eminent; however, focus has been mainly on what learning institutions should do rather than their capacity to provide holistic education. This is a gap that the current study sought to examine by establishing the relationship between university management capacity and provision of holistic education in Kenya, with a focus on Nairobi County was carried out.

Purpose of the Study

The study examined the influence of university management capacity in the provision of holistic education in universities. The study attempted to establish the influence of the instructional facilities in the universities in Kenya which are geared towards provision of holistic education in Kenya.

Objectives of the Study

- i. To establish the influence of instructional framework capacity on the provision of holistic education in universities in Kenya.

Research Hypotheses

H_{01} : There is no significant statistical relationship between instructional framework capacities and provision of holistic education in universities in Kenya.

H_1 There is a significant statistical relationship between instructional framework capacities and provision of holistic education in universities in Kenya.

Significance of the Study

The study was expected to benefit various individuals and organizations in different capacities.

This study was significant to the universities authorities in that they may use the results to strategize on availability of instructional learning and provision of holistic education in their institutions. A study on instructional capacity to facilitate holistic education is significant to the other higher learning institutions management, government and affiliated ministries, donors, learners and other stakeholders.

For the government, the ministries concerned were in a position to draw up new strategies towards the management of programs offered in higher learning institutions. The Commission of university Education for example would also be in a position to evaluate the programs offered ensuring that they meet the standards required in holistic learning.

Given the importance of the concept of holistic education, more authors would become interested in studying the same or related fields altogether. Therefore, this means that future researchers and academicians would also benefit accordingly from the results as the basis of their literature review. The aim of the study was to fully assess the university management's capacity in regards to provision of instructional necessary for provision of holistic educations.

Literature Review

Importance of Holistic Education

There is an emphasis on taking the students above the confinement of the classroom and relating it to the learning that emerges from it. This ensures that all skills whether personal or interpersonal, bring about recognizable advantages, the learners progress above the education that is formal are delivered. Holistic education is considered to be formative and guided by belief in the ability of the learner to make decisions independently. Complex issues that include the spirituality of life and the system value look at holistic education as a combination of processes, spiritualism, connections of man throughout life and multidisciplinary relationships. Gang (2005) asserts that, in order for subject matter of holistic education to be created, the environment of learning should be shaped to fit both group and individual learning.

There has been a new development in the various branches of philosophy and science which has been respected by researchers and embraced in holistic thinking. The development of individuals as a whole in terms of community that include the social, physical, aesthetic, spiritual and creative being as well as their development, professionally and intellectually is well addressed in holistic education. Today, there are tendencies of formal education to be given cognitive orientation and ignores other important aspects of the human life. Holistic education has respect for unique and creative individuals and communities while at the same time it recognizes their relatedness (Hill, 2007).

In it there is a possibility of an establishment of true learning communities, where people, learning from each other are paramount in spite of their differences and they appreciate each other's strengths and weaknesses willingly. Holistic education enables learners to participate in the global community that encourage understanding of one another towards cultural and religious diversities, real to them than ever before in the civilization history. Holistic education combines the nature of human in depth and the reality on the ground that is spiritual. This is the issue of harmonizing the external and the internal life. It helps in creating new knowledge and at the same time teaching practices that calls for effectiveness and action (Schneider, 2005). This study will be in the forefront to find out the nature of holistic education in higher learning institutions in Kenya.

Instructional Framework Capacity and Holistic Education

In order to improve teaching and learning in holistic education, university tutors must take advantage of all the instructional resources in their institutions. To effectively enhance facilitation of holistic education in higher learning institutions, the instructional capacity must be ensured at all costs for total success. First, the university management must have the capacity to facilitate the instructional guidelines of holistic education, learning and teaching, curriculum and assessment. Second, the staff working conditions in the institution must allow for integration and practices of the instructional frameworks. Third, the managements must devote resources and time to have full implementation of common instructional frameworks.

Newman et al. (2000), sums up instructional framework as the extent of programs of the universities for learning and staff and how they are organized and coordinated focusing on goals that are clear and that are sustainable for a long time. They put focus on the highly skilled staff who have knowledge and relate well

with one another, but argues that this is not enough, program for instructions must be well made into the existing instructional fabric and make them effective learning tools which can facilitate holistic education.

Various types of instructional frameworks are evident; Cognitive apprenticeship instructional framework is defined as “learning-through-guided-experience on cognitive and meta-cognitive, rather than processes, physical and skills (Collins, Brown, Newman, 1989). Instructional framework is composed of four main concepts: content (knowledge), sociology, Methods and Sequencing. Each of the four concepts has several parts within them. While the authors agree that reading and listening are other important forms of learning, they are not in their model, (Collins, 1991). Today however, most of the training and learning is through e-learning. Bloom’s Taxonomy instructional framework is a guide for level of skill selection for learner’s performance. The framework is based on; creating, evaluating and analyzing all aspects of the learner enrolled in the institutions based on behavior, performance and so on.

Research Methodology and Design

Research Methodology

This study used mixed methodology approach. According to Creswell (2007), mixed methodology involves collection and analysis of data collected quantitatively and qualitatively. The method was suitable in this study because it put together data from focus group discussions as well as from the questionnaire.

Research Design

This study employed concurrent triangulation design. The choice of the design was based on the fact that triangulation allows one to identify aspects of a phenomenon more accurately by approaching it from different vantage points using different methods and techniques. (Creswell, 2009). There was involvement of separately collecting and analyzing through qualitative and quantitative data collection instruments, in order to best understand the research problem. These two sets of data were then combined by putting together the separate results, interpreting to enhance integration of the two types of data while being analyzed.

Research Findings and Discussions

The influence of Instructional Capacity Framework on Provision of Holistic Education

The objective of instructional capacity towards provision of holistic education in Kenya was analysed in four stages that included; descriptive statistical analysis, inferential statistical analysis, thematic analysis and mixing of data and interpretation.

In examining the instructional framework for the university towards provision of holistic education, respondents were asked to rate how they were satisfied with universities management efforts on institutional framework towards the provision of holistic education. The findings based on satisfaction with the instructional capacity and respondent’s opinion on university management capacity to offer holistic education.

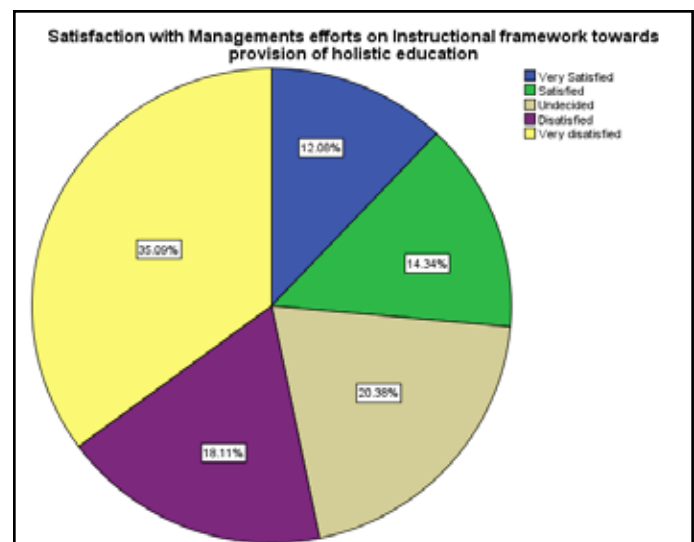


Fig. 1: Satisfaction with Instructional Framework towards provision of holistic education

Based on the finding on figure 1 over 50% of the respondents expressed dissatisfaction with the university capacity towards provision of holistic education. Most of the respondents expressed strong level of dissatisfaction. Among the reasons provided for dissatisfaction was more to do with unavailability of lectures especially during research. Based on Newman et al (2000) the dissatisfaction towards university instructional capacity towards provision of holistic education may have to do more with the instructional framework and how they are coordinated and focussed on goals that are clear and suitable for a long time.

Table 1 : Rating on Instructional Framework to provision of holistic education in universities in Kenya

Rating of instructional framework with reference to :	1 –GE		2-SE		3-U		4-SE		5-NE		Total		Mean	STD
	F	%	F	%	F	%	F	%	F	%	F	%		
Diagnosing needs of students	10	3.8	84	31.7	86	32.5	49	18.5	36	13.6	265	100	3.06	0.06
Creating and maintaining classroom profiles	47	17.7	47	17.7	79	29.8	66	24.9	26	9.8	265	100	2.9	0.07
Policy availability on instructional framework	48	18.1	106	40.0	0	0.0	83	31.3	28	10.6	265	100	2.7	0.08
Planning and engaging lesson	35	13.2	66	24.9	71	26.8	40	15.1	53	20	265	100	3.03	0.08
Reteaching and providing additional student support	49	18.5	78	29.4	48	18.1	47	17.7	43	16.2	265	100	2.8	0.08

Partnering with students in standard lesson objective	38	14.3	87	32.8	95	35.8	36	13.6	9	3.4	265	100	2.32	0.06
Partner with students families to reflect on student performance level	70	26.4	88	33.2	60	22.6	36	13.6	11	4.2	265	100	2.3	0.06
Mobilize families and stakeholders in support of student success	44	16.6	68	25.7	106	40.0	38	14.3	9	3.4	265	100	2.6	0.06
Organize classroom space and materials	55	20.8	48	18.1	67	25.3	57	21.5	38	14.3	265	100	2.6	0.06
Build a positive learning and focussed classroom culture	41	15.5	82	30.9	83	31.3	48	18.1	11	4.2	265	100	2.9	0.08
Collecting and acting upon data to monitor overall growth of students	31	11.7	92	34.7	98	37	22	8.3	22	8.3	265	100	2.64	0.06
Instructional leadership	44	16.6	113	42.6	84	31.7	16	6.0	8.	3.0	265	100	2.67	0.06

Table 1: Rating on Instructional Framework

Respondents provided different rating for various indicators of university's capacity for instructional framework as indicated in this study. Respondent show indecisiveness in describing the capacity of university management to diagnose the needs of the students and planning and engaging lessons as shown by a mean of 3.06 and 0.06. Ratings for creation and maintenance of classroom profiles, policy availability on instructional framework, re-teaching and providing additional student support, partnering with students in standard lesson objective, partnering with students and families to reflect on student performance level, mobilizing families and stakeholders in support of students success, organizing class room space and materials, building a positive learning and focussed classroom culture, collecting and acting upon data to monitor overall growth of students.

The mean values for these variables range from 2.3 to 2.9 indicating that respondents will somehow rate the university as fair or are undecided. These observation provide an impression that of - delink between the instructional framework provided by the universities and perception of the students with regards to provision of holistic education. While the findings express respondents' dissatisfaction with universities instructional capacity to provide

holistic education, a likelihood of the source of the dissatisfaction may be as a result of concepts that include knowledge, sociology, methods and sequencing as noted by Collins, Brown and Newman et al (1989).

In order to examine the significance of instructional capacity towards provision of holistic education, a 95% level of confidence was established. A chi square test statistics was carried out for universities capacity in terms of; diagnosing the needs of students, creating and maintaining classroom profiles, policy availability on instructional framework, planning and engaging lessons, teaching the standards using standard based procedures, utilizing formative assessments, re-teaching and providing additional students support, partnering with students in standard based lesson objectives, setting growth goals based on students' performance levels, mobilizing families and stakeholders in support of students success, organizing classroom space and materials, building a positive learning focussed culture, and collecting and acting upon data to monitor overall growth of students and instructional leadership

Table 2 TheSignificance of Instructional Capacity towards Provision of Holistic Education

	Instruc- tional framework towards provision of holistic education	Diagnos- ing the needs of the students	Creat- ing and maintain- ing class- room profiles	Policy avail- ability on Instructional Framework development , implementation and availability	Planning Engag- ing Lesson	Re- teach- ing and providing additional students support	Re-teach- ing and providing additional students support	Partner with students in standard based lesson objective	Partner with Students and families to reflect on students ' performance levels	Mobilize families and stakehold- ers in support of students success	Organize class- room space and ma- terials	Build a positive, learning focussed classroom culture	Collect and Act Upon data to monitor overall growth of students	Instruc- tional Leader- ship
Chi-Square	43.245a	79.321a	31.057a	55.196b	18.604a	15.132a	26.034b	101.321a	68.226a	99.547a	8.792a	69.321a	112.302a	151.623a
Df	4	4	4	3	4	4	3	4	4	4	4	4	4	4
Asymp. Sig.	.000	.000	.000	.000	.001	.004	.000	.000	.000	.000	.067	.000	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 53.0.														
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 66.3.														

Except for organization class room space and materials who $P = .067 > 0.05$, the other variables showed a p value of 0.00 and 0.04 which was less than 0.05, Indicating that they had significant influence on provision of holistic education. The findings concur with Collins et al (1989) who contended that instructional framework was composed of various concepts that included knowledge, sociology captured by culture in the study findingswellasmethodandsequencing.

Table 2 shows that there was a statistically significant association between instructional framework and provision of holistic education, $\chi^2 (4,265) = 43.245$, $p < .001$, $\alpha = .05$., Diagnosing the needs of the students and provision of holistic education, $\chi^2 (4,265) = 79.321$,

$p < .001$, $\alpha = .05$,

Thematic Analysis was carried out for the interview, and group discussions as well as documents checklist. Discussions based on themes emanating from the responses was carried out.

Interview responses were grouped into common themes based on researcher's discussion with the interviewees. Among the popular themes emanating from the respondents views included; ability of the university to meet student's needs; Some of the comments from the respondents included

"I feel satisfied when I find the university providing the course of my dreams" (respondent A age 26), "We at times have to advocate for some courses so that we have a suitable quorum for certain courses to be provided. This sometimes is frustrating and we don't find the university instructional capacity adequate" (respondent B age 24). "I am not aware of policies that the university uses to ensure that students get what they deserve from their lecturers and fairness prevails

"(respondent C age 30).

Stakeholder mobilization was considered by respondents as one way of enhancing university's instructional capacity towards provision of holistic education. Respondents said

"When the university partners with stakeholders in providing education, we should see a reflection of this partnership in our academic activities" (respondent D aged 36).

Another respondent said *"Partnering with stakeholders is one way in which our students have been able to get jobs from potential employers" (respondent E age 36).*

Leadership provision was considered by respondents as a suitable tool in enhancing provision of holistic education. Among respondents comments based on this theme included;

"We cannot feel fully catered for if the university does not provide direction in the way instructional challenges are addressed (respondent F age 33). "Most of the time the kind of instructions provided and their ability to meet students' needs depends more with the effectiveness of departmental head and deans of students" (respondent G age 40).

The observations concur with Newman et al (1989) who indicated that instructional framework was a blend of various constructs that must be provided by the university management.

Among the focus group discussions, instructional capacity toward provision of holistic education was understood from the context of being able to provide what students' needs by the university employees. Further, respondents were of the opinion that universities employees should be able to provide an interactive work environment in which the students feels as part and parcel of the learning process and other activities taking place in the university. Respondents in the group said

"Some times, we find learning engaging when methods of teaching such as conditioning, indoctrination and brain washing are used for the sake of passing examinations. This makes learning process one sided with lack of interactiveness between lecturers and students". Another response indicated; while universities have made efforts to increase participation and dialogue, that promotes equality, there is little expression of this in current teaching systems. This to some extent compromises provision of holistic education.

Checklist observation schedule featured on evidence of achievement records, merits list, national award records and events in relation to their contribution towards university capacity in provision of holistic education.

Under instructional capacity, there were evidences of achievements demonstrated by rewards to academic achievers. For instance

"The university of Nairobi awarded students who had performed excellently in academics for academic years 2009/2010 and 2010 /2011 in August 2nd 2013 (Source: <http://www.uonbi.ac.ke>).

Kenyatta Universities Vice Chancellor, Prof Olive Mugenda, on 11 regional universities forum for capacity building in Agriculture in Namibia, received an African leadership award in higher education. The award recognized professor Mugenda for her outstanding contribution to the education to Africa's development through institutional transformation and an African entrepreneurial university model with development relevance (Kajaliwa, 2015). This award provides evidence of instructional capacity by universities towards provision of holistic education. At Strathmore University, Dr. David Wang'ombe at Clute Institute International Academic conference was awarded the best paper Award for his research paper titled the influence of stakeholder identification on the quality of Corporate Environmental Reporting in Kenya.

Instructional capacity in this study has more to do with resources available in school and the ability of these resources to meet student's needs. As a results respondent, both university management and students show differing perspective as far as their view of their universities instructional capacity towards provision of holistic education. For most of the variables measuring universities instructional capacity, majority of respondents showed indecisiveness as observed in the mean and standard deviation value. Awards mostly based on academic excellence, cement observation and findings from the descriptive analysis on academic achievement as a major component of holistic education.

Inferential statistics showed the significance of diagnosing the needs of the students, creating and maintaining classroom profiles, policy availability on instructional Frameworks development, implementation and availability, planning engaging lesson re-teaching and providing additional students support and mobilizing families and stakeholders in support of students success. Similar observations are echoed in the thematic analysis with the opinions, ability to meet student's needs, partnering with stakeholders and leadership being prominent among interview and focus group discussion. In the observations of Newman et al (1989) instructional capacity is a wide concept with many facets which can be understood in terms of knowledge, sociology, methods and sequencing.

Discussion on addressing the research gaps

In the study, instructional capacity has more to do with resources available in the institution and the ability of these resources to meet students' needs. Most respondents showed differing perspectives as far as instructional capacity towards provision of holistic education is concerned. Similar observations are echoed in the thematic analysis with the opinion of ability to meet students' needs, partnering with stakeholders and leadership being prominent among most respondents. In the observations, Newman et al (1989) says that instructional capacity is a wide concept that can be understood in terms of knowledge and sociology.

Summary, Conclusion And Recommendations

Summary

Instructional framework capacity and provision of holistic education

A significant contribution for indicators such as; creating and maintaining classroom profiles, policy availability on instructional

framework, planning and engaging lesson, re-teaching and providing additional student support, partnering with students in standard lesson objective, partnering with students families to reflect on student performance level mobilizing families and stakeholders in support of student success, organizing classroom space and materials, building a positive learning and focussed classroom culture, collecting and acting upon data to monitor overall growth of students and instructional leadership is obtained. The study failed to reject the hypothesis that there is a relationship between instructional framework capacities and provision of holistic education in universities in Kenya.

Conclusions

Instructional capacity

Majority of the respondents were classified with the university instructional capacity with areas such as creating enough class room, profile planning and engaging lessons, organizational of classroom and space and collection and minority of students growth scoring very low. However, there was strong indication by majority of the respondents that instructional capacity in the university has a strong influence in the provision of the holistic education. Therefore, academic growth has strongly been catered for the university management.

Recommendations for Practice

Based on the study findings and conclusions drawn, the study made the following recommendations.

1. The understanding of holistic education is varied and imbalanced among study participants, it is therefore important for university management to increase the level of awareness about holistic education among learners.
2. While the study has established availability of instructional capacity in the university, the adequacy and appropriateness towards provision of holistic education needs to be studied
3. There is need for universities to enhance the capability of their staff to enhance holistic learning. As found in this study, little understanding about holistic education among the staff could be a contributing factor towards lapses in instructional policy frameworks towards provision of holistic education.

Recommendations for Further Studies

- 1 Further study should be carried out on students and staff perception of holistic education in their institutions.
- 2 The study has established that there is influence of the university instructional capacity on provision of holistic education.
- 3 While the significance instructional capacity in the provision of holistic education has been established, that is need for further study on the appropriate students and personnel ratios for effective delivery of holistic education and achievement of expected outcomes.
- 4 Implementation of holistic education requires clear instructional policies for its success. Further study should therefore be taken to examine instructional Factors affecting implementation of holistic education in Kenyan university.

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Author Profile

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