KENYATTA UNIVERSITY

2ND INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR SUSTAINABLE DEVELOPMENT

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SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES

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PROGRAM AND BOOK OF ABSTRACTS
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CONFERENCE PROGRAMME

**THEME:** ‘Re-Engineering Education for Sustainable Development

**Sub-themes:**
- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education
Reconsidering Holistic Education: Practice Vis-A-Vis Policy

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Abstract

The philosophy of education in Kenya, “education and training for social cohesion as well as human and economic development,” is guided by the national goals of education, which provide the best answers to the question: why do we educate? The Seventh-day Adventist (SDA) philosophy of education advocates holistic education. It defines true education as more than the pursuit of a certain course of study - the harmonious development of the physical, mental and spiritual powers of the learner, preparing them for the joy of service now and later. The purpose of the study on which this paper is based was to find out the stakeholders’ perception of implementation of the SDA philosophy of education. The study was conducted in secondary schools of the Central Kenya region. A survey design was used and data was collected using questionnaires from a sample of 282 form four students, 46 teachers and six school administrators. Five variables were considered and findings revealed that the stakeholders differed significantly in their perceptions of implementation of three of them: learner-centered methods, effective administration and the mental aspect of the holistic curriculum. Therefore, for sustainable development, there is need to ensure the SDA philosophy of education is implemented as per the policy in order to truly prepare all-round citizens.

Key Words: Holistic education, SDA philosophy of education, education quality, descriptive survey research, education quality