

THE CHALLENGES OF UNIVERSITY EDUCATION IN KENYA

By

Dr. Michael Ntabo Mabururu

Contents

- **INTRODUCTION**
- **THE IRRELEVANCE OF EDUCATION OFFERED IN INSTITUTIONS OF HIGHER LEARNING IN KENYA**
- **DISCUSSION**
- **IMPROPER UPGRADING OF LEARNERS**
- **CONCLUSION AND RECOMMENDATIONS**

INTRODUCTION

- The issue of the relevance of University education has been dealt with in many forums.
- However, there still remain some aspects that have not been addressed or rather have not been taken seriously by the various institutions of learning.
- The word education has been defined differently by different disciplines. Conventionally, various dictionaries have defined education in various ways.
- But the Webster's Dictionary seems to define education more comprehensively and in line with my conception of the right way of understanding education in the institutions of higher learning.
- This definition incorporates training, acquisition of skills and character formation.

Cont: Introduction

- However, a good deal of education at our institutions of higher learning today consists of memorizing and reproduction of the lecturer's materials.
- The main difficulty with this model of education is that it lacks practical skills, character formation and relevant training for survival in the society.
- Equally, this model of education, lacks a profound ethical grounding in the sense that it does not instill positive values in the students.
- The paper contends that education in the best sense of the word should never become "indoctrination" but rather a form of bringing out the self in touch with its potentialities and opening the way for actualizing those potentialities.

Cont: Introduction

- The author of this paper is of the view that philosophy and more specifically, ethics must in the final analysis define the proper character of education in Kenya.
- It is the contention of this paper that students in some Kenyan Universities and most African Universities require more than factual information on education.
- They must be encouraged to reflect on whatever they are taught since reflection is a worthwhile endeavour in the whole process of acquiring proper knowledge.
- No wonder Socrates asserts that unexamined life is not worth living. In other words, reflection and discussion (Dialegethai – Dialogos) constitute a good method of education.
- We are aware of the fact, that the power and vital force of knowledge depends on the personal involvement of the student.
- As far as possible university students should not be taught but should find themselves the answer, the solution or the truth.

Cont: Introduction

- As a consequence, the lecturer has the function of a midwife for his or her students.
- The student himf/herself must “conceive” and “give birth” to the idea or concept. That means that the work should be done by the student him/herself. The lecturer should only be a guide (midwife).
- In conclusion, the paper contends that quite a number of University students in Kenya, meander like rivers in their pursuit of education because they lack proper academic guidance and proper mentors to give them direction in their educational pursuit.
- In my view, what matters and indeed, what is useful in the pursuit of knowledge is the search for truth in a way that improves the human condition holistically.

THE IRRELEVANCE OF EDUCATION OFFERED IN INSTITUTIONS OF HIGHER LEARNING IN KENYA

- This paper is informed by the kind of education encountered in our institutions of higher learning.
- Our model of education as mentioned earlier, leaves a lot to be desired.
- This kind of education makes a reflective mind raise some fundamental questions.

For instance, what is the purpose of education in Universities in Kenya?

Does the system and the curriculum that is followed have a meaning to the existential situation of the Kenyan?

What role does philosophy and more specifically ethics play in University education in Kenya? Are people ethical foundations really authentic?

Cont: THE IRRELEVANCE

- All these questions plus others unasked above are geared towards understanding the nature of education offered in institutions of higher learning.
- The author of this paper has a strong belief that education in University should lead to integrity of character in the sense that proper education should be directed towards truth in the sense of unfolding the potentialities within the students.
- This is as it should be because knowledge for its own sake is of no use to anyone. What matters and what is useful to those who pursue knowledge is the search for truth – in a way that improve the human condition. This depends on a personal involvement of the student.

DISCUSSION

- In Traditional African Society, education was acquired through the total involvement of the learner in the process of learning. In other words, students learned by living and doing things together at home, on the farm or in the bush with elders.
- In this way, they acquired the knowledge, skills, norms, values and attitudes of the society.
- It was a deliberate effort to perpetuate and reinforce social solidarity, accountability and homogeneity by establishing in the student from an earlier age the spirit of responsibility, self-reliance and the essential norms which collective life demand.
- This is something the model of education in institutions of higher learning does not seem to offer ie African traditional education intended to develop the child's character physical and intellectual skills to provide vocational training and to promote a healthy attitude to work.

Cont: DISCUSSION

- It further sought to inculcate respect for elders and for those in authority to foster a source of socio-cultural belonging and participation.
- This resulted in education being an integrated experience to the African child wholesome ie this education was highly functional in character oriented towards everyday life in a particular community. It stressed thereby practicality and participatory action (Nyerere J; 1967; Bennars 9; 1986;41)
- Hence, the traditional system of education was not given in established schools, Universities and so on.
- Both the learners and instructors lived and worked together in the same social environment according to sex and age. As can be understood, the question of mentorship was addressed in this form of interaction.
- Though the reality of imparting education has greatly changed since the introduction of formal education, the question of proper mentorship should be taken seriously if we are to prepare students who are to be good future leaders in the various sectors of our country.

Cont: **DISCUSSION**

- Therefore, from an analytical point of view, the traditional system of education unlike formal education provided practical and theoretical training for the learners.
- For instance, students learning farming, hunting and other required skills by working in the farm, going to hunt with their elders who gave them proper direction on how to go about all these activities.
- This is the kind of academic, social, moral and political guidance that students in one way or other lack currently in the University education.
- In our University education, we seem to be producing uncritical minds

Cont: **DISCUSSION**

- In agreement to Bennars, Kwasi Wiredu, and Paulin Hountoundji note that the characteristic of the traditional educational system were:-
 - It was community oriented; the goal of such education was the full development of the individual into a useful and considerate member of his/her society. The kind of education offered today seems not to take into serious consideration some of these important ingredients of education.
 - The education system was concrete and pragmatic. It was acquired through total involvement and active participation of the learner.
 - It was a comprehensive system of education that transmitted relevant skills, knowledge, values and attitudes for development of the individual and his/her character (Kwasi Wiredu, 1980: 70)

Cont: DISCUSSION

- The modern (formal) education does not seem to inculcate certain important values to learners.
- Think of what happens to our various sectors of the government, most of these sectors are headed by learned people however, a great number of them never acquired certain core values in their training.
- Frequently we read on our dailies of misappropriation of government funds, talk of nepotism, tribalism, name it these are common features in Africa and specifically, in some Kenyan institutions of higher learning.
- All these vices take place in these institutions because there is something wrong in our educational system so I believe? This is one of the indicators of moral bankruptcy.

Cont: DISCUSSION

- The form of education in our institution of higher learning does not seem to prepare someone adequately to be accountable in his/her place of work, it does not prepare one adequately in required skills to manage his/her affairs independently.
- This partly explains why most of our graduates are unable to sustain themselves in society.
- Parents are forced to come in to support them even when they are working because the type of education they acquired did not help them to be themselves ie to be self-reliant (Nyerere J. 1967:18).
- Ethics or morality has been perceived in purely religious forms.
- The author of this paper considers ethics to be crucial in education in the sense that ethics as Bennaars rightly observes “should define the character of education” (Bennaars 1986: IX)

Cont: **DISCUSSION**

- My contention in this paper is that our education system should not only enable students to read and write but also and more importantly should enable students to tackle problems they may encounter in their day to day endeavours. It should enable them to tackle issues of dependence, poverty, ignorance and other roles which have made Africa to lag behind in many spheres. This is the case because as already mentioned earlier on, knowledge for its own sake is of no use to anyone more so to the Africans and by extension, Kenyans.

IMPROPER UPGRADING OF LEARNERS

- Our educational system should not only aim at producing scribes, but it should motivate the young and the old to contribute to the development of society.
- The content and form of our educational system should be able to promote the change needed at all levels of socio-economic independence.
- In view of the present economic depression afflicting developing countries such as Kenya, it is important to examine the present educational system in order to determine appropriate strategies for socio-economic reliance and development.
- From an analytical point of view, the traditional system of education provided practical and theoretical training for the learners.

Cont: IMPROPER UPGRADING OF LEARNERS

- The concept of education as a capital good is linked with the concept of human capital, which attaches a high premium to human skills as a factor of production in the development process.
- This human skill or productivity is just as important an input in the process of development as finance, natural wealth and physical plant.
- The very process of learning to read and write should not be an end in itself but an acquired skill to overcome limitations brought by ignorance for better agricultural output, better health, better housing, better clothing, accommodation, ie the content and form of educational system should be able to promote the change needed at all levels.

Cont: IMPROPER UPGRADING OF LEARNERS

- Hence, the shortcoming of the current University education in particular, “the paper certificate” need to be corrected so as to have a system of education which is integral.
- What we should aim at in education is what whitehead calls “students who possess both culture and expert knowledge” (Whitehead, 1962: 3).
- This is because the valuable intellectual development is self-development.
- 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 wage employment.
- In the recent past, the Kenyan government has spent a substantial part of her GNP on education, but the contributions of the educational sector to national development have been quite minimal which somewhat explains the irrelevance of the model of education in Kenya. No wonder in the recent past, the Minister of Higher Education has attempted to talk on the relevance of university degree courses to Vision 2030.

Cont: IMPROPER UPGRADING OF LEARNERS

- This can easily lead to the traditional quarrel between the natural and social sciences which has been on for a long period in the history of education.
- The thinking behind this paper is somewhat different because every discipline, when well-conceived, developed and applied, is important in society.
- This is in line with the thinking of some scholars who strongly believe that all disciplines have a contribution to make towards vision 2030 which is anchored on three pillars namely the economic pillar, the social pillar and the political pillar (Kalambuka and Kabaki: Daily Nation September 27 2010 p.13).
- The economic pillar aims at improving the prosperity of all Kenyans through an economic transformation programme covering all the regions of Kenya.

Cont: IMPROPER UPGRADING OF LEARNERS

- The social pillar seeks to create and build a just and cohesive society with social equity in a clean and secure environment and the political pillar aims at realizing a democratic political system that nurtures issues – based politics, respects the rule of law, and protects all the rights and freedoms of every vessels behind it.
- As reflected in these three pillars, all disciplines seem to be implied and hence their important contribution in achieving vision 2030.
- For example science governs human life by determining the conditions of existence and by furnishing the means of civilization; it fixes what we can do.
- Religion prescribes the motives, the principal role of social sciences, which study the laws governing the functioning of the state, is to accomplish the effective organization of the national economies.
- They are also important media for the training and transmission of important cultural, legal and social aspects of our society, and in guiding us through the sometimes uncritical enthusiasms for science and high technologies.

Cont: IMPROPER UPGRADING OF LEARNERS

- A good social science education ensures that the public is on the look out for important developments and controversial issues are brought to the attention of the leadership.
- The processes associated with the development of human culture are for instance, studied in history.
- Economists are like doctors; they tell us, on the strength of empirical experience, what treatment to follow in curing ailing economies.
- Some people must ponder theology at the monastery – the spiritual culture points, the direction in which we must expand our technological energies and in which the wealth of the state should grow to meet the material needs of society.
- Literature deals with the tragedy and depths of society's rampant lack of purpose and meaning and like folk art, music or dram are providers of meaning and like folk art, music or drama are providers of meaning and sense, by arousing enthusiasms.
- Concerning languages, a definition of culture without a linguistic mediation does not constrain it to humanity and it means other animals do possess it. Philosophy ultimately is the basis of all knowledge; a cultural evolution that lacks a philosophical foundation is bound to doom etc.

Cont: IMPROPER UPGRADING OF LEARNERS

- In a nutshell, this indicates the importance of each discipline in the contribution towards human welfare which shows the relevance to vision 2030.
- The thinking of irrelevance of some course is informed by some erroneous belief that humanities and social sciences are inferior to pure sciences.
- This thinking does not seem to consider the complementarity of disciplines in creation of manpower or human resource.
- Which once more entails that all courses offered at universities are continuously engaged in review and development of programmes in line with market needs and vision 2030 is a critical point in curriculum formulation today.

Cont: IMPROPER UPGRADING OF LEARNERS

- It is never lost to the curriculum developers at the universities that humanities and social sciences are humanizing and socializing agents that have to be taught to all students irrespective of their specialization.
- In any case, to prove the above claim, one needs to look around and confirm the mere fact that the best universities of science and technology worldwide, have the strongest humanities and social sciences faculties or schools or departments.
- A good example is the Massachusetts Institute of Technology which hosts some of the big names in social sciences research including the father of modern linguistics, Naom Chomsky.

Cont: IMPROPER UPGRADING OF LEARNERS

- In this debate on the ineffectiveness of the education model in our institutions of higher learning, we cannot forget the impact of globalization as a factor. Globalization and limited funding have affected the manner in which knowledge is produced and disseminated.
- Diminishing resources for the Universities and loss of value for academic qualification, merit, etc have also exacerbated opportunism, corruption, mediocrity and politicization in academic circles.
- Liberalization of the education sector has seen the mushrooming of the fly-by-night universities and scholars whose commitment to knowledge is suspect.
- All these ventures in search of monetary gains has greatly watered down the quality of research conducted in institutions of higher learning.
- To this paper, research is at least as important as education; when we are considering the functions of universities in the life of humanity.
- New knowledge is the chief cause of progress, and without it the world would soon become stationary and the pursuit of knowledge, if it is utilitarian in financial understanding is not self-sustaining.

Cont: IMPROPER UPGRADING OF LEARNERS

- Utilitarian knowledge needs to be fructified by disinterested investigation, which has no motive beyond the desire to understand the world better. All the great advances are at first purely theoretical, and are only after words found to be capable of practical applications.
- As Russell Bertrand notes “Even if some splendid theory never has any practical use, it remains of value on its own account, for the understanding of the world is one of the ultimate goods” (Russell Bertrand, 1976: 203).
- All these views are intended to show the significance of research in the process of imparting an wholesome and informed knowledge.
- But with the current teaching in some institutions of higher learning, one wonders whether lecturers/professors have quality time for research given the fact that they are itinerary professors who rarely have time for quality research leave alone attending conferences like this

Cont: IMPROPER UPGRADING OF LEARNERS

- In connection with this, one wonders if these same lecturers have any regard for ethical conduct in their profession! As with everything else, there is a price to pay, it is not easy to go against such a strong trend and well entrenched tide that does not value ethical conduct, yet we all know from history that it does not take a multitude to make the changes that affect all human beings.
- It is individuals like you and me gathered here in an institution that recognizes the proper place of ethics and morals in education who can bring the needed change in our institutions of higher learning in Kenya.
- Plato believed that only the intellectually gifted should occupy positions of power and decision making.
- A University is full of such people and there is no reason why frustration should define our institutions of higher learning.
- Not forgetting the issue of tribalism as one of the major hindrances against quality performance in Universities.

Cont: IMPROPER UPGRADING OF LEARNERS

- The other issue which has contributed to the shortfall of University education is the introduction of free-paying students. Initially, this fee-paying University education had two noble major objectives namely:-
 - To raise funds at a time when the institutions were hit by finance crises as the government had cut their budgetary allocations.
 - To give qualified Kenyans a chance to pursue higher education.

Cont: IMPROPER UPGRADING OF LEARNERS

- Clearly, this was an idea whose time had come especially in view of the fact that the programs offered the Universities a viable chance to make proper use of their facilities at the time since they were somewhat sufficient and to generate income.
- Since then the (PSSP) programs have become major revenue earners for the universities, something which is recommendable given the global conception of cost-sharing.
- However, more than a decade later, questions have been asked as to the direction these programs were taking.
- My concern is that the whole program which started with a noble idea of enhancing human resource development and the generation of income to the Universities now seem to be so much emphasizing the commercialization aspect at the expense of quality.

Cont: IMPROPER UPGRADING OF LEARNERS

- What does this mean? It means that fee-paying students are gradually taking over public universities.
- That may not be a problem, but the issue is, does this provide equity in access to higher education or it is going to widen the gap between the rich and the poor? Further, what does this mean for the many students from poor background that qualifies for universities but miss out because of the cut-off points? Should we risk exacerbating class divisions through commercialized higher education? Matters are made worse by the fact that the fee-paying students choose the courses they want to study unlike the bulk of regular students who are thrown into courses they never wanted.
- The other issue which raises some concern to me is the quality of teaching, quality of assessing students in their exams and the kind of courses offered in the fee-paying programs.
- Truth be told, the kind of teaching going at some Universities in these programs leave a lot to be desired. Students rarely have the time to interact with the lecturers outside the lecture halls and even among themselves. Tutorials and group work are unheard of.

Cont: IMPROPER UPGRADING OF LEARNERS

- Related to this, some Universities have started some questionable courses just to attract fees. Moreover, there is too much duplication of courses leaving one wondering what became of specialization.
- Why for instance, some Universities start medical courses when it lacks strength in that area? or launch courses such as journalism and law courses, when its focus is science and technology? These concerns and many others, raise fundamental questions in regard to the quality of higher education offered in Kenyan Universities.
- All these and other issues require serious public debate.
- There is no disputing the fact that the country must expand access to University education to thousands of students who qualify each year, as well as to the working people, who need to improve their lot, but there is an urgent need to re-examine the kind of education, courses and degrees currently offered in public and private Universities.

Cont: IMPROPER UPGRADING OF LEARNERS

- The entire education system lack a moral ingredient and this explains the frequent unrest and violence in institutions of higher learning and middle level colleges.
- Again this is as it should be because as stated earlier, knowledge for its own sake is of no use to anyone, it is unnecessarily expensive for the country.
- All these issues raised in this paper, leave one wondering whether we have not compromised educational standards in our universities in the name of liberalization and commercialization! The solution to this may be a re-introduction of critical thinking and moral education as compulsory courses to all students in the University regardless of their area of specialization.

Cont: IMPROPER UPGRADING OF LEARNERS

- The author of this paper is deeply concerned that the university education seems not to prepare one face live situation.
- For example, the youth most of whom were graduates responded badly to the Kenya Post Election Violence in 2007 because these youths are not trained to handle such situations.
- They were not critical to the whole situation as a consequence, they killed in the name of naïve sentiments inculcated in them by some politicians who were serving their own self-interests across the political divide.
- In this regard, one asks what is the reason of going to university if one is not able to make an independent and objective decision in any situation like the 2007 post election violence?
- However, the question that perplexed me most is, how the nation and respective Kenyan communities expected them to behave during the post election violence given the fact that our education system rarely instills in the youth any values of nationalism and tolerance of others views.

Cont: IMPROPER UPGRADING OF LEARNERS

- The writer of this paper thinks that two accusations may be mentioned in as far as the way the Kenyan youth (graduates) conducted themselves during this hard time of the post election violence of the 2007.
- First the various communities especially the antithetical ones expected their youths to comply with traditional norms and accepted standards (which are relative) of their ethnic groups.
- I strongly feel and I stand to be corrected that if University education is an agent of instilling objective moral traits in the youth (something that the University does not seem to take seriously) the University education has failed to fulfill her noble goal in society.

Cont: IMPROPER UPGRADING OF LEARNERS

- This raises painful questions and anguish to University students who may feel betrayed by both the society and the University because they are not given moral direction in their pursuit of education and hence conducted themselves in a manner likely to suggest that there is something seriously wrong with our formal education in the institutions of higher learning.
- How were they expected to behave during the post election violence of 2007 if the University curriculum does not include something to do with for instance ethics?
- Two, the students may be accused of being unethical in the way they conducted themselves during this hard moment of the post-election violence.
- All these makes the author question the value of University education as that which is expected to instill in youth important core ethical values such as integrity, objectivity and more so, respect for others, their property and self-discipline.

Cont: IMPROPER UPGRADING OF LEARNERS

- It is my thinking that Universities should be able to instill character education focused on ascertaining universal values that are valid for contemporary and traditional societies and at the same time values consistent with the findings of socio-scientific research as well as moral traditions.
- Would it be true that the university education as G. A. Bennars and R. J. Njoroge hold has lost its absolute character and operates on a moral vacuum? (R. J. Njoroge and G. A. Bennars :185)
- Guided instead by rules of science, technology and rationalized economy, modern education appears to be amoral enterprise, concerned with objective facts ie facts verifiable by appeal to experience only.
- Within this context, education is seen as a means to an end rather than an end in itself.

Cont: IMPROPER UPGRADING OF LEARNERS

- If I may advance this argument further, today things have taken a different course in the name of technological advancement and globalization.
- Many young people have been abandoned and their interests and needs are not fully catered for due to absenteeism of parents or shortage of time together.
- All parental responsibilities have been left to teachers and lecturers in various institutions who also find themselves in compromising position to serve as appropriate mentors for the youth.
- Since they are equally busy people in search for more money.
- The lack of an education system in Kenya that assists to instill good moral and thus acceptable character has added to the burdens faced by the youth, primary, secondary and tertiary institutions.
- As mentioned above, some of the teachers and lecturers who are expected to guide and provide the youth with good role models fail to do so.
- In other words, some of the adults among them parents, teachers, lecturers and leaders do not behave, speak, think and act responsibly to serve as role models

Cont: IMPROPER UPGRADING OF LEARNERS

- This complicates the issue of academic excellence as the academically weak may be rewarded while the bright students are unfairly punished.
- This same behaviour may be advanced to administrators who demand sex for employment.
- The whole moral fabric has collapsed when things are handled in this manner.
- This clearly indicates the absence of ethics in such individuals. If the ethical ecological system the soil of the family and the root of the Church are polluted like today, what of the universities? If the schools curriculum has been stripped off almost all ethical content the universities will have students who are ignorant of moral principles and practices.
- Therefore, the strengthening of moral foundations awaits many of the younger generations and is a major responsibility by today's educators.
- A school system devoid of moral teaching and a curriculum based on fundamental values is creating not only an education problem but also a work place problem for decisions made without a moral framework affect services. (Miriam P. Narbarte 2004: 315)

Cont: IMPROPER UPGRADING OF LEARNERS

- An education system should have the essential foundations needed to make ethical decisions or to recognize an ethical issue when encountered.
- Primary factors necessary for a stable ethical foundation include a strong family influence that teach right and wrong from childhood.
- When the breadth of training (ie family, religion, etc) is missing, it becomes very difficult for the educational system to train students in ethical decision-making since young men and women do not know how to recognize an ethical issue.
- Students should be introduced to facing ethical dilemmas in the classroom or lecture room, so that they will be able to recognize an issue of right and wrong.
- As if this is not enough crime, the other area of great concern is on the method of teaching.
- The methods of teaching in some universities and setting of examination has been highlighted as a borne of contention.

Cont: IMPROPER UPGRADING OF LEARNERS

- At the same time as argued earlier, students are expected to reproduce the lecturer's notes during examination.
- The problem of memorization takes centre stage.
- In such scenario, what kind of new knowledge is acquired? Your guess is as good as mine – nil.
- In such a situation, those who dare provide answers outside the lecture notes are penalized while those who reproduce the lecturer's notes are highly rewarded.
- In other words, creativity and application of answers to life situation is avoided. This approach discourages students from using their brain, reading and researching beyond classroom interactions.
- This to some extent explains the reason why there is no culture of reading among some students in the University. This results in learning or rather reading for examination and not for the acquisition of knowledge.
- This equally explains why university as an institution has failed to provide mentorship role.
- The recycling of notes clearly explains the bankruptcy of research skills in the lecturers.

Cont: IMPROPER UPGRADING OF LEARNERS

- In my view, the University environment and leadership should be a place to be emulated in the way they provide service to the students and the public in general.
- Everything from toilets, lecture rooms, hostels, library and internet access, current books, journals, magazines and even the dailies should be the best, otherwise why call a University a centre of excellence.
- From the above argument, the importance of mentorship cannot be underestimated.
- The youth are looking everywhere for examples to emulate but they seem to be rare.

CONCLUSION AND RECOMMENDATIONS

- In conclusion, the youth cannot accomplish what they are expected to do and how to behave unless they have committed mentors and examples to emulate.
- It is through the wisdom and guidance of mentors that youth receive appropriate guidance and counseling on how to mould their character as future academicians for a better life for themselves and others in the society.
- Only then will the youth be able to make the right decision that will stir them from being misused and jeopardizes their lives as was evident in the post election violence in Kenya and elsewhere in the world.
- We are living in a complex world with a lot of influences. If the youth are not given proper direction and guidance in education, then the future of this country is in danger.

Cont: **CONCLUSION AND RECOMMENDATIONS**

- Institutions of higher learning have a pivotal role to play in all this as centres of excellence.
- In their struggle to address the above irregularities, institutions of higher learning can learn from traditional education.
- They need to provide regular forums to staff and students.
- They need to comply to ISO standards to maintain quality and more fundamentally, to adhere to University ethics.
- Ethics is important because realistically speaking, and any form of education should be dependent on the concept of ethics, but unfortunately most people do not have a chance to give some thought to ethics that is why it becomes hard for some students in institutions of higher learning not to make a neat distinction between right and wrong.
- Even when they are required to be ethical most students do not deliberately seek to be so.

Cont: CONCLUSION AND RECOMMENDATIONS

- Hence, the paper recommends that academic programmes in institutions of higher learning should have an ethical component to prepare them for professional roles in society.
- Such programmes need to have a body of standards or principles which guide or which will guide their future practice as professionals. These are courses such as professional ethics which govern the actions of the professional.
- Some academic programmes however, do not deliberately include courses on professional ethics.
- In such cases it appears that the students in such fields are expected without being explicitly taught, to somehow acquire right behaviour and perform their duties properly.
- This seems to be one of the major challenges in our educational system in institutions of higher learning.
- To be able to address the delicate situation surrounding our current model of education in institutions of higher learning, we recommend that the type of education offered in these institutions should be founded on what John Githogo terms as “the sure and certain foundation of a wholesome education that caters to the intellectual spiritual and social needs of the mind, body and soul” (David Lutz and Paul Mimbi 2004: 23).

Thank you for your attention