

**A CRITIQUE OF 'INDIVIDUAL FULFILMENT' AS A GOAL OF
UNIVERSITY EDUCATION AMONG THE UNDERGRADUATES
IN KENYA.**

By

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A Thesis submitted to the Graduate School in partial fulfilment of the requirements of
the degree of Doctor of Philosophy in Philosophy of Education, Egerton
University.

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ABSTRACT

This thesis is a critique of individual fulfilment as a goal of university education among the undergraduates in Kenya. The statement of the problem was that the Kenyan University education system does not seem to provide all that is required by students to realise their individual fulfilment. Dewey's pragmatic theory of value of education formed the theoretical framework. The study examined various meanings of individual fulfilment and evaluated whether the conditions prevailing in the universities facilitate the achievement or non-achievement of this goal. Stratified sampling was used in choosing respondents that comprised of undergraduates (397), lecturers (69), administrators (58) and employers (33). Data was collected by means of questionnaires and interviews through the social science survey. The major questions of concern during the survey were: What is the meaning of Kenya's education goal of "individual fulfilment"? What are some of the factors that seem to influence the attainment of individual fulfilment among the undergraduates? Are the undergraduates admitted into degree programmes of their own choice and do they relate to their needs, interests and abilities?

Descriptive statistics and philosophical reflections were used to analyse data. The results suggest that the undergraduates' individual fulfilment has five dimensions, namely: environment, freedom, recognition, development, and satisfaction. Dewey's dimensions of need, interest and ability appear to fit into these five dimensions that this study has come up with. The educational goal of individual fulfilment seems to call for respect of dignity and wishes of the students' needs, interests and abilities. The results further revealed that students are social beings and therefore, social, political, cultural and economic forces prevailing in their environment affect them as they strive to realise individual fulfilment. These factors are categorised into seven broad groups viz. socio-economic, administrative, resources, social, cultural, and student and lecturer characteristics. Recognition and enhancement of individual education desires, improvement of socio-economic situation, and development of a concrete programme of action by the government and universities could enable the undergraduates realise the goal of individual fulfilment. The findings are of great value to all the stakeholders, namely, the policy makers, undergraduates, parents, lecturers and employers in their endeavour to achieve individual fulfilment.

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