

**VALUES ENVISAGED IN THE NATIONAL GOALS OF EDUCATION AT  
CROSSROADS: A CASE FOR A FRESH TESTAMENT OF THE KENYAN  
EXPERIENCE.**

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## ABSTRACT

Education in any form; traditional or modern, shape the destiny of society. Today, education is considered the critical software for holistic development of a nation and its citizens. Value education in Kenya, in recent times has become more challenging than ever before and seems a mirage far from achieving. This has come about as a result of the crisis in value education that is currently at crossroads. The purpose of the study was therefore to investigate the crisis in value in education as envisaged in the educational goals.

The study employed a descriptive survey research design. The target population was 536 respondents consisting of trainees, teacher, and MOHEST officials in Nairobi.

The sample size was 126 respondents made up of 9 MOHEST officials, 43 teachers and 25 trainees. Proportionate sampling technique was used to select trainees while purposive sampling was used to select the QAO. Questionnaires were used as instruments for collecting data from the trainees while interview schedule were administered for the teacher and MOHEST officials. Validity of the instruments was one through experts in research and piloting. Reliability was tested by subjecting the instruments to a pilot study through the split half technique and the Spearman Brown Prophecy formula was used to compute a reliability coefficient which was established at 0.68. Data analysis was done using descriptive statistics after data cleaning and coding. Quantitative data was analyzed using frequency counts, means and percentages while qualitative data was analyzed by tallying the number of similar responses. Results of data analysis were presented using frequency distribution tables and pie charts. The study established that a fairly majority of respondents are yet to be conscious of values as envisioned in the goals of education. The study therefore postulates that there is need to deliberately deal with the crisis in value education in order to effectively manage Kenyan educational institutions. It is asserted that any change in curriculum tailored towards value education must be made by those with the appropriate expertise in the field.

The findings of this study should stimulate continuous debate on goals of education value and also provide insights that the government, stakeholders, scholars, researchers can rely on in their collective endeavor of addressing the crisis in value education.