

An Empirical Study on the Relationship between Human Capital Capacity and Provision of Holistic Education in Universities in Nairobi, Kenya.

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Abstract: For quality learning to take place, there should be enough provision of intellectual ability commitment disposition of knowledge and skills among the institutions members of staff. The purpose of the study was to find out the relationship between Human capital capacity and provision of holistic education in Universities in Nairobi Kenya. The objective of the study was to examine the influence of Human capital 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 human capital capacity towards provision of holistic education has to do with the degree of competence in leadership as well as service delivery to improve learning and holistic education, and that although there is significant relationship between Human capital capacity and holistic education, there were low levels of satisfaction with University Management to address holistic education. The study recommended that there is need for the Universities to enhance the capability of Human capital capacity to enhance holistic education.

Keywords : Holistic education , Human capital , capacity, University Management, Resources, Provision

I. INTRODUCTION

1. Background to the Study

Holistic education is 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. It is recognized worldwide that the provision of holistic education and application of the right education systems is important.

Provision of better education in this case holistic education in learning institutions as suggested and supported by the sustainable Development Goals (Education For all) is wanting. University management has the role of overseeing every activity that concerns learning in higher learning institutions. In Kenya, an important goal of education is to develop students who are self -regulated, not only cognitively but meta-cognitively, engaged in their own learning experiences (GOK Economic Survey, 2010). 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). Africa and its regional developing countries, where Kenya is no exception, have also realized the need of new learning approaches where holistic education has been noted as paramount.

2. 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 adequate and competent human 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 human capital may have been overstretched by the rapid increase in universities enrollment in the recent years. The increase in 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 university management ability to provide human capital and provision of holistic education is concerned. This is a gap that the current study sought to address.

3. Purpose of the study

The purpose of this study was to examine the influence of human capital capacity on the provision of holistic education in universities in Kenya.

4. Objective of the study

The objective of the study was to find out the influence of Human capital capacity on the provision of holistic education in universities in Kenya.

5. Research Hypothesis

H₀₁ There is no significant statistical relationship between Human capital capacity and provision of holistic education in universities in Kenya.

6. Significance of the study

The study was significant to the university authorities in that students and other staff are expected to be in a position to understand well on what and why the university capacity is important in the provision of holistic education. The government through the ministries concerned was in a position to draw up new strategies towards the management of programs in universities. More authors would become interested in studying the same or related fields.

II. LITERATURE REVIEW

2. Importance of Holistic Education

One can actually support the views and reports by most of the authors as regards to holistic education definition and provision. In Kenya, holistic learning is well encrypted in on educational goals whereby learners should be well equipped to cope with their daily lives even after school completion. The MOEST Task force report (2010), stresses on the importance of learners spiritual and social preparedness besides their career training, if the education system is holistic based. If provision of holistic education becomes a MOEST policy in universities, the management capacity

will be enhanced to ensure that the benefits of holistic learning are felt by Kenyan society. In the reviewed literature, it is evident that the university management, among other administrators are mandated to enrich the stakeholders with all aspects that regard holistic education provision.

Holistic education is considered to be formative and guided by belief in the ability of the learner to make decisions independently. Therefore, holistic education is seen as an antithesis of the material perspective that currently goes through the action and thinking of the human, (Hare,2006). If provision of holistic education becomes a MOEST policy in universities, the management capacity will be enhanced to ensure that the benefits of holistic learning are felt by Kenyan society. This study will be in the forefront to find out the nature of holistic education in higher learning institutions in Kenya.

3. Human Capital Capacity and Holistic Education

Human capacity is based on intellectual ability, commitment, disposition knowledge and skills of institutions members of staff, lecturers and other members of support staff to drive learning to the desired height, (Newman, 2000 & Mcgrath and Noble, 1995). Human capital capacity in holistic education is important to the university management and benefits the institutions by having each individual work there in a bid to portray their own weaknesses, preferences and strengths. Inputs such as salaries, experience or credential matters are key for student's achievement although research does not conclude on the extent to which instructors put them in holistic education, (Metagora 2011).

The need for high skilled personnel is rising, given the changing times towards the delivery of holistic learning in universities. Prior to a new century, a demand that is unprecedented and higher education that is diverse and at the same time increase in awareness for how important economic and social-cultural development is and future building whereby the generation of the youth will have to be given new ideas, knowledge and skills. Every kind of training, that includes training for research at the post-secondary level and all types of studies that are provided by educational establishments and the universities that are approved as institutions of higher education by the competent State authorities are what are included in higher education, (Newman, 2001).

In absence of institutions of higher learning that are adequately able to provide enough educated and skilled people, no single country can ensure genuine indigenous development that is sustainable particularly countries that are developing. Not even the developed countries are able to narrow the gap that is between them and the ones that have industrial development. This gap can be reduced by opportunities in international cooperation, new technologies and sharing knowledge. Development of entrepreneurship initiatives and skills should be addressed seriously by the institutions. In order to facilitate professional developments of their own workforce either through offering training and developments or scholarships to pursue avenues important to incorporate in holistic learning (Kraft, 2007) Institutions of higher education should allow for the course tutors to improve fully on their abilities in a responsible way, offering them opportunities to participate fully and promote changes in a democratic society that will promote justice and equity, spiritual and the well-being of learners altogether while incorporating holistic aspects in learning (Newman, 2001) In order to equip workforce with the required skills for today's jobs, an important element in the institution of higher learning is a vigorous policy for development of the staff. Nowadays tutors of higher education need to take the initiative rather than be whole fountains of knowledge when teaching the students and this is a policy that needs to be established (Nava, 2001).

Provision for research, updating and improvement of pedagogical skills should be made adequate by ensuring excellence in teaching and research, appropriate professional and financial status, appropriately developing staff, methods of learning and teaching, constant curriculum innovation and reflecting the corresponding provisions of the recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997

The critical approach of the above literature review is that, no holistic education provision is possible without the human capacity in place. In fact the authors point out that adequate skilled staff must be in place for every program or curricula to be implemented. The authors also stress on the importance of the university administrators or managers promoting the skills of their workforce by either offering training and development or scholarships (Palmer, 1998). This is in an effort to help tutors and other allied staffs gain an understanding of what holistic learning should entail and how to maybe deal with the challenges in the delivery of the very learning. This review therefore advocates for the university management to take the lead in ensuring that human capital capacity is in place if holistic learning is to be realized. Therefore it is necessary for institution to invest heavily in staff members as individuals. This study therefore aims at finding out whether the university management has ensured the availability of the right human capital and the influence towards provision of holistic education.

III. RESEARCH METHODOLOGY AND DESIGN

3. 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. The data collected quantitatively and through qualitative means was merged by transforming the qualitative themes into counts and comparing this with the descriptive quantitative data. The approaches involved gave guidance and directed what methods were appropriate in collecting and analyzing the combination of quantitative and qualitative methods in the various stages of the study process. Its main focus as a method is collection, analysis, and mixture of qualitative and quantitative data in the study.

4. Research Design

This study employed concurrent triangulation design.. This design is two phased whereby the researcher used the approach of quantitative and qualitative successively and equally in weight, (Creswell, 2009). There was involvement of separately ssscollecting 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.

IV. RESEARCH FINDINGS

4. The influence of human Capital Capacity on provision of holistic education in universities in Kenya

Under human capital capacity towards provision of holistic education, descriptive, inferential, thematic and mixing of data and interpretation was done based on the following.

Under descriptive statistical analysis, respondent’s level of satisfaction, with the extent of their universities capacity to provide holistic learning as well as their opinion on various human capital parameters towards provision of holistic learning are provided. Figure 5 provides rating on satisfaction with universities human capital capacity to offer holistic education.

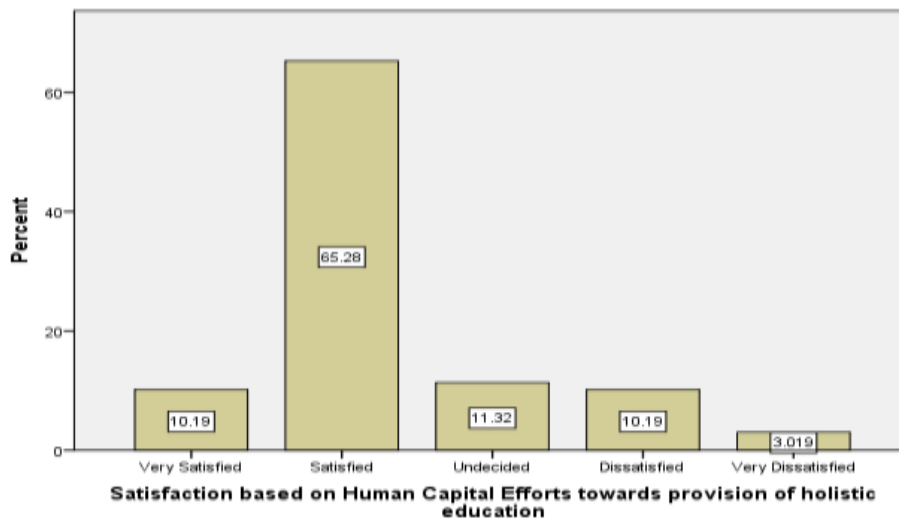
5. Satisfaction with human capital capacity towards provision of Holistic Education

Table 1: Respondents satisfaction with human capital capacity

Level of Satisfaction	Frequency	Percent
Very Satisfied	9	10.6
Satisfied	55	65.4
Undecided	9	9.3
Dissatisfied	9	10.6
Very Dissatisfied	3	3.5
Total	85	100.0

Table 1 shows that majority of the respondents, 55 (65.4%) were satisfied indicated that they were very satisfied with human capital capacity of their university in the provision of with Holistic Education, 9(10.6%) of the respondents indicated that they were very satisfied with human capacity of their university in the provision of with Holistic Education, , 9 (10.6) were dissatisfied and undecided and only 5(3.5%) were very dissatisfied with the status of human capital capacity of their university.

Figure 1: Satisfaction with human capital capacity towards provision of Holistic Education



Based on the study findings on figure 1 75.4 % of the respondents indicated satisfaction with Holistic Education, 10.19% were very satisfied while 65.28% were satisfied. 11.32 % of respondents were undecided, 10.19% were dissatisfied while 3.019% were very dissatisfied. Based on these findings, it is noted that most of the respondents express satisfaction with the provision of holistic education by the respective universities. This however may be based on their judgement of what they consider to be holistic education and not necessarily a true reflection of satisfaction with holistic education.

Awareness on holistic education indicated that 58.3% are aware of the academic component of holistic education and thus, a large likelihood that this is the same components with which they would base their universities satisfaction as far as provision of holistic education is concerned. As Stagier (2008) put it, human capital capacity in holistic education is important to the university management and benefits the institution by having each individual work there in a bid to portray their weaknesses, preferences and strengths.

The study established among the respondents their views as far as the capacity of their institutions human capital toward provision of holistic education was concerned. Respondents were asked to indicate their extent of agreement with human capital parameters that included; personal attributes of employees such as

flexibility, decisiveness and tenancy, leadership by managers and heads of departments, competences in decision making , analytical skills, competences in dealing with other people, enough policies towards human capital development, effectiveness of service delivery, diversity of tutors in areas of study, institutional capacity to hire external expertise on holistic learning and availability of all types of courses as well as lecturers, advisors and directors.

Table 2: Opinion on the Capacity of Human Capital to Provide Holistic Education

Human capacity towards holistic learning as demonstrated by;	1 –SA		2-A		3-U		4-D		5-SD		Total		Mean	STD
	f	%	F	%	F	%	F	%	f	%	f	%		
Employees with personal attributes flexibility,decisiveness, tenancy	19	7.2	71	26.8	58	21.9	60	22.6	57	21.5	265	100	3.25	1.26
Leadership by managers and heads of department	82	30.9	52	19.6	48	18.1	54	20.4	29	10.9	265	100	2.61	1.39
Competences in decision making, analytical skills	51	19.2	57	21.5	84	31.7	45	17.0	28	10.6	265	100	2.78	1.24
Competence in dealing with other people	64	24.2	64	24.2	56	20.0	64	24.2	20	7.4	265	100	2.65	1.26
Enough policies towards human capacity development	52	19.6	59	22.3	82	30.9	53	20	19	7.2	265	100	2.72	1.19
Effective service delivery	82	30.9	39	14.7	44	16.6	80	30.2	20	7.5	265	100	2.69	1.38
Diversity of tutors in areas of study	84	31.7	42	15.8	58	21.9	73	27.5	8	3.0	265	100	2.54	1.23
Institutional capacity to hire external expertise on holistic learning	130	49.1	23	8.7	56	21.1	56	21.1	0	0.0	265	100	2.14	1.23
Availability of all course types for lecturers, advisors and directors	105	39.6	20	7.5	68	25.7	55	20.8	17	6.4	265	100	2.47	1.36

Human capital capacity as demonstrated by; employee personal attributes such as flexibility, decisiveness and tenancy. Table 2 shows that indicate; a mean of 3.25 and standard deviation of 1.26, 34% would agree, 29% were undecided while 44.4 % disagreed. Literature reveals that to equip the work force with the required skills for today’s jobs, a vigorous policy for development of the staff in the institutions of higher learning is required. One policy that needs to be established is that for tutors to take initiative rather than be whole fountains of knowledge when teaching the learners. Human capital capacity towards provision of holistic education as demonstrated in leadership by managers and departmental heads showed a means of 2.61 and standard deviation of 1.39. 50.5% of the respondents agreed with the statement, 18.1% were undecided while 33.3% disagreed. On competences in decision making and analytical skills, the study findings showed a mean of 2.78 and a standard deviation of 1.24. 40.7% of the respondents agreed with the statement, 31.7% were undecided while 27.6% disagreed.

On the assertion of human capital competence in dealing with other people, the study findings showed a mean of 2.65 and a standard deviation of 1.26. 48.4% of the respondents, 42.2% were undecided while 20% were undecided while 9% disagreed with the assertion. On the assertion about enough policies towards human capacity development, 41.9% agreed about their institutions capacity, 30.9% were undecided, while 27.2% disagreed about the assertion. The critical approach on the literature review is that no holistic education provision is possible without the human capacity in place. Authors agree that adequate skilled staff must be in place for every program or curricula to be implemented.

The assertion yielded a mean of 2.71 and standard deviation of 1.19.Human capital capacity towards provision of holistic education as far as effective service deliver was concerned yielded mean of 2.69 and a standard deviation of 1.38. 45.6% of the respondents agreed that their institution provided effective service delivery, 16.6% were undecided, while 37.7% disagreed. On the assertion on the diversity of tutors towards

provision of holistic education a mean of 2.54 and a standard deviation of 1.23 were established. 47.5% of the respondents agreed with the assertion, 21.9% were undecided, while 30.5% of the respondents disagreed.

On the statement, institutional capacity to hire external expertise on holistic learning, a mean of 2.14 and a standard deviation of 1.23 was established. 57.8% of the respondents agreed with the assertion, 21.1% were undecided, while 21.15 disagreed. On average, 44.6% of the respondents agreed with the assertion agreed that their institution had sufficient human capital towards provision of holistic education, 26.5% were undecided while 28.9% disagreed. Based on this findings, it can be concluded that majority of the respondents are of the view that the capacity of their universities towards provision of holistic education was adequate. This however based on the observations of Andafu and Simatwa (2014) is largely depended on respondent’s expectations and understanding on what holistic education should provide.

Under inferential statistics, a chi – square analysis was under was undertaken to examine the significance of relationship between human capital capacity and provision of holistic education in universities in Kenya. A comparison between computed and observed chi – square values was meant and interpretations made at 95% levels of confidence.

Table 3: Human capital capacity towards provision of holistic

Test Statistics													
	Human Capital Efforts towards provision of holistic education	Personal attributes such as Flexibility, decisiveness, tenacity)	Leadership by managers and heads of department	Competences in decision making, analytical skills	Competence in dealing with other people	School provides individuals with ability	Policies towards human capacity development	Effective service delivery	Diversity among tutors diversified areas of study* guidance and counselling)	Capacity to hire external expertise on holistic learning	External Levels of human capacity involve two way process of knowledge transfer and acquisition	Existing Human capacities involve a two way process of knowledge transfer ad	Availability of all course types for lecturers, advisors and directors
Chi-Square	345.396 ^a	29.623 ^a	27.245 ^a	31.509 ^a	31.472 ^a	37.509 ^a	38.377 ^a	55.396 ^a	66.642 ^a	92.751 ^b	26.638 ^b	91.513 ^b	100.340 ^a
df	4	4	4	4	4	4	4	4	4	4	3	3	4
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 53.0.													

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DF	4	4	4	4	4	4	4	4	4	4	3	3	4
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.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.													

The P values of chi- square values for all the parameters measuring human capital capacity towards provision of holistic education was 0.00 written as $P < 0.05$. This shows a significant relationship at 95% level of confidence in human capital capacity towards provision of holistic education in universities in Kenya Table 10 shows that there was a statistically significant association between Human Capital Efforts and provision of holistic education, $\chi^2(4,265) = 345.396, p < .001, \alpha = .05$. Personal attributes and provision of holistic education, $\chi^2(4,265) = 345.396, p < .001, \alpha = .05$.

Under thematic analysis, Respondent’s opinions were discussed based on themes emanating from the interviews, focus group discussions and document analysis checklist. The findings are as sub sectioned below. Under human capacity, respondent indicated emphasis in educational advancement and training as critical pillars within which their universities have enhanced human capacity. Respondents said, It is a requirement that our lecturers need to have acquired P.H.Ds before they could be offered a chance to teach in our university (respondent A age 54). We undertake periodical assessment to ensure that our employees deliver their services to the university’s expectations (respondent B age 52).

“We expect the university management to facilitate and provide employees who are cognizant of different students’ needs and able to meet the diversity of demand of the students with regard to academic achievement” respondent Cage, 35. *“Despite the importance of our lecturers in facilitating academic achievement, their work overload does not provide adequate time to ensure that they offer the best to the students. This has led to a disconnect between the students expectations”* respondent D age 34

Focus group discussion questions on human capital capacity towards provision of holistic education sought to understand respondents understanding about holistic education, and human capital capacity, how human capital related with provision of holistic education, and extent to which the university management has been able to capacitate human capacity towards provision of holistic education.

Understanding of holistic education was found to have different dimension with academic achievement taking a weighty dimension among the group discussions. Respondents said

“holistic education is that which provides for our needs as students and prepares us for the outside school environment”, “In order for the school to be said to offer holistic education, students should be able to use the skills acquired in schools to solve problems in the society. We however find a missing link between the ability to solve the problems in the society and the kind of education provided by our university.”

The relationship between human capital and provision of holistic education was found to be wide and varied based on the respondent’s opinion. Respondents Said “Competence and efficiency among university employees is key to ensuring that set education goals and objectives are achieved.

” Employees can provide only provide up to the standards that are set and enforced by the university.

On the extent to which university management had been able to capacitate provision of holistic education through its human capital, respondents said The University should provide and set standards upon which her employees can act upon.

“If the standards are weak, then we do not expect to have a strong human capital capacity that will yield up to the demands of holistic education. Similarly, if employees do not understand what holistic education is, them it will impossible for them to deliver services in tandem with holistic education to the students”

Document analysis was based on the researcher’s observation on university achievements and awards that could to relate to human capital capacity in relation to provision of holistic education.

At Mount Kenya University, the Vice Chancellor professor Stanley Waudo received an award for overall winner of ICT Value Awards (ICTVA) 2013. The awards was given to the university as a result of edging out its counterparts in embracing use of ICT in learning. Evidence of individual awards were also evidence at Mt Kenya University. For instance, Mworira Joseph got and award for ICT manager of the year while Elijah Kupata got an award for best innovation in 2013.

The extent of evaluation of university management capacity was based on the opinion of the respondents as well as measurable parameters on what defines holistic education. On university managements capacity to provide holistic education, a significant contribution was established on the following variables measuring human capital capacity; Employees with personal attributes such as flexibility, decisiveness, tenancy, Leadership by managers and heads of department, Competences in decision making, analytical skills, Enough policies towards human capacity development, Effective service delivery Diversity of tutors in areas of study, Institutional capacity to hire external expertise on holistic learning and Availability of all course types for lecturers, advisors and directors.

A p value of less than 0.05 for all variables was established indicating a significant relationship between university management capacities in relation to human capital towards provision of holistic education. As Hill(2007) puts I, every kind of training that includes training for research at the post –primary level and all types of studies that are provided by educational establishment and the universities, should be approved by the competent state authorities,

V. RECOMMENDATIONS

Human Capacity on provision of holistic education

Human capital capacity towards provision of holistic education has to do with the degree of competence in leadership as well as service delivery as demonstrated by university employees. Majority of the respondents express satisfaction, while minority expressed otherwise could be an indicator that universities are yet to achieve the expected provision as far as provision of holistic education is concerned. Availability of adequate appropriate human capital enhances academic growth and improves competence f the graduates.

Holistic education was understood in different ways by the respondents, with over half considering it as the ability to use skills obtained in school and integrate with the society. Half of the respondents viewed their institutions as practitioners of holistic education. Academic success is seen in the view of majority as the most important component of holistic education. Others include challenges of human living as a whole learning about us, connectedness of mind body and also spirit and connectedness between families and communities.

VI. Conclusion

Over half of the respondents expressed satisfaction with university management's capacity to offer holistic education. Respondents showed agreement on indicators of human resource capacity towards holistic education. A significant relationship was obtained on the variables; employees with personal attributes such as flexibility, decisiveness, tenacity, leadership by managers and heads of department, competences in decision making, analytical skills, enough policies towards human capacity development, effectiveness service delivery, diversity of tutors in areas of study, institutional capacity to hire external expertise on holistic learning and availability of all course types for lecturers, advisors and directors with institutions capacity to provide holistic education.

VII. 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. This will enable them understand what they expect from universities as far as provision of holistic education is concerned.
2. While the study has established availability of infrastructure in the university, the adequacy and appropriateness towards provision of holistic education needs to be studied
3. While the study established the importance of both internal and external stakeholders in enhancing infrastructural capacity towards holistic education, There was no laid down procedures to address the efforts made by university to enhance stakeholder approach towards holistic education. It is therefore importance for university management to define policy procedures for engaging stakeholders towards the achievement of holistic education.

VIII. RECOMMENDATIONS FOR FURTHER STUDIES

Based on the study findings, the following areas for further study was identified

1. Implementation of holistic education is a multifaceted issue that is likely influenced by several factors. Further study should therefore be undertaken to examine infrastructural factors affecting implementation of holistic education.
2. The study established that there was more emphasis on academics than other aspects of holistic education among university students .It is therefore important for a further study to carried out to examine factors affecting choice of university institutions among learners.

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