

The
Management
University
of Africa



Sponsored by the Kenya Institute of Management

UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF EDUCATION (SOE)

DEGREE OF BACHELOR OF EDUCATION ARTS

EDF 101: HISTORY AND PHYLOSOPHY OF EDUCATION

DATE: 30TH JULY 2026

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. **Write all your answers in the Examination answer booklet provided.**

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

APPLYING PROGRESSIVISM IN A MODERN CLASSROOM

Greenfield Public School is a co-educational secondary school located in an urban area. The school follows a standard curriculum prescribed by the education board, but teachers are encouraged to adopt innovative teaching methods. Recently, the school noticed that students were performing well in examinations but lacked critical thinking, creativity, and problem-solving skills.

To address this issue, Ms. Ananya Sharma, a social science teacher for Grade 9, decided to redesign her teaching approach based on the **Progressivist philosophy of education. Educational Philosophy Involved: Progressivism**

Progressivism, influenced by philosophers like **John Dewey**, emphasizes: Learning by doing, Student-centered education, Problem-solving and critical thinking, Education connected to real-life experiences and Democratic classroom environment

Situation / Problem

Traditional lecture-based teaching made students passive learners. They memorized facts but struggled to:

- Apply knowledge to real-life situations
- Work collaboratively
- Express independent opinions

Students showed low engagement during classes despite good academic scores.

Implementation of the Philosophy

Ms. Sharma introduced progressivist methods in her classroom: **Project-Based Learning**

Students worked in groups on projects related to social issues such as pollution, gender equality, and local governance. **Discussion and Debate** Regular class discussions and debates replaced rote learning. Students were encouraged to ask questions and challenge ideas respectfully. **Experiential Learning**

Field visits to local government offices and community centers were organized to connect theory with real-world practice. **Teacher as a Facilitator**

Instead of being the sole source of knowledge, the teacher guided students and supported their exploration of ideas

After one academic term, noticeable changes were observed: Increased student participation and confidence, improved critical thinking and communication skills, Better teamwork and leadership abilities, Students showed genuine interest in learning, not just exams

Required:

- a) Discuss various ways Mrs. Sharma introduced progressivist method in her class **(10 marks)**
- b) Discuss the benefits of philosophy to English learners **(5 marks)**
- c) Discuss the importance of studying history of education **(10 marks)**

QUESTION TWO

- a) Discuss the meaning of history and philosophy of education **(5 marks)**
- b) Describe the scope of education. **(10 marks)**

QUESTION THREE

- a) Moral values in school is paramount, Discuss the practices which promote moral values

(10 marks)

- b) Describe applicability of deontological theories in dealing with indiscipline

(5 marks)

QUESTION FOUR

Describe the role played by the following in the establishment and development of formal Western education in Kenya prior to 1920.

- a) The Christian missionaries **(5 marks)**

- b) The colonial administration **(5 marks)**

- c) Africans in Kenya **(5 marks)**

QUESTION FIVE

- a) Discuss the nature of philosophy **(3 marks)**

- b) Assess the three branches of philosophy **(12 marks)**

QUESTION SIX

- a) Asses the aims of ancient Egyptian education Discuss the theories of politeness **(9 marks)**

marks)

b) Describe the structure of ancient Egyptian education

(6 marks)