

The  
Management  
University  
of Africa



Sponsored by the Kenya Institute of Management

UNDERGRADUATE UNIVERSITY EXAMINATIONS  
SCHOOL OF MANAGEMENT AND LEADERSHIP  
DEGREE OF BACHELOR OF EDUCATION(ARTS)

EDF 101 : HISTORY AND PHILOSOPHY OF EDUCATION

DATE: 30<sup>th</sup> march 2022

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:

**ANCIENT EGYPTIAN EDUCATION: A CLASS DISCUSSION**

Basically, the unit of History and Philosophy of Education has borrowed heavily from the contribution of Egyptian education of about 4,000 BC. Egyptian civilization is the oldest in the long history of man. It is also the earliest civilization with a recorded history. This civilization was a product of the agricultural activities centered on the River Nile, political unity under Pharaoh Menes in 3100 B.C. and the resulting centralized autocratic theocracy, which managed to maximize the existing agricultural economy. It is notable that the aim of Egyptian education was to foster a proper understanding of religion and vocational skills that were needed for trade and agriculture, and mathematical and geometrical skills for surveying and measuring out plots which were flooded annually by the Nile.

**Required:**

- a) Briefly make an assessment of **four** aims of Ancient Egyptian Education **(8 marks)**
  
- b) Given the importance contributions of Ancient Egyptian education to the global education systems, there is much we can borrow from this system. Propose any **five** contributions of the Ancient Egyptian Education to the current contemporary education in the world. **(10 marks)**
  
- c) Medieval education that existed during the Middle Ages (6<sup>th</sup> to 13<sup>th</sup> centuries) witnessed the rise of universities. Many European universities came into existence during this period. Make concrete arguments on the **four** forces behind the rise of universities during the middle Ages **(7 marks).**

## QUESTION TWO

- a) The teaching of history and philosophy of education imparts critical knowledge, skills and values to a trainee teacher that enables the teacher to be a superior and well-oriented person in undertaking the future teaching and learning process. Make a critical assessment of the importance of history and philosophy of education to a trainee teacher  
(10 marks)
- b) In the field of History and Philosophy of education, categorization of education has been framed into three distinct groups; formal, informal and non-formal education. Using relevant examples, evaluate the three distinct categories  
(5 marks)

## QUESTION THREE

- a) Pragmatism was proposed by John Dewey. Pragmatic means dealing with matters according to their practical significance or immediate importance. Pragmatists believe that the aims of education are always determined by individual not by any organization or any structure. Compare and contrast three concepts of a student and a teacher under pragmatism  
(6marks).
- b) The main tenant of idealism is that ideas and knowledge are the truest reality. Many things in the world change, but ideas and knowledge are enduring. Idealism was often referred to as "idea-ism". Idealists believe that ideas can change lives. The proponents of idealism include; Socrates, Plato, Descartes, Kant, Hegel and Royce Bishop George Berkeley etc. Compare and contrast three concepts of a student and a teacher under idealism  
(6marks).
- c) Explain three roles of dialogue in education  
(3 marks).

## QUESTION FOUR

- a) It is notable that prior to 1920, three groups took part in the development of education in Africa - namely, European Missionaries, Government officials, and

Africans. Thus, new schools and rising enrolments were the product of interaction between the two, and occasionally all the three groups. Illustrate **three** reasons behind the establishment of formal western education in Africa (6 marks)

- b) Examine the key factors of missionary activities that contributed to their effectiveness and participation in the development of education in Africa (5 marks)
- c) A teacher trainee must be inculcated with the knowledge of philosophy of education as a mandatory requirement to enhance the level of knowledge on matters education. Illustrate **four** reasons why it is a requirement for the acquisition of the knowledge of philosophy of education (4 marks).

#### QUESTION FIVE

- a) Under philosophy of education, teaching has widely been studied in with the aim of enhancing the understanding of teacher-trainees on the importance of this concept. In actual sense, teaching is viewed as a composition of three aspects; an occupation or a profession, an enterprise and as an actual teaching exercise. Discuss the meaning of each of the **three** aspects of teaching (12 marks)
- b) Highlight one major contribution of each of the following education commissions to the development of education in Kenya (3 marks).
- i. Kamunge report of 1988
  - ii. Mungai report of 1995
  - iii. Koech report of 1999

**QUESTION SIX**

- a) The knowledge of philosophy of education is critical for the success of teacher trainee in their endeavour to effectively participate in the teaching/learning process. Why is it important for a teacher trainee to have a clear understanding of logic? (5 marks)
- b) The medieval universities have contributed significantly to the emergence of modern education. Evaluate five characteristics of medieval universities that have similarities with the contemporary systems of education (10 marks)