Research Paper

The Role Of A Teacher In Developing And Implementing A Holistic Model In Youth Personality Development At Higher Education.

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ABSTRACT:*The paper analyzed the role of a teacher in developing and implementing a holistic model in youth personality development at higher education. Using literature review as a method of analysis, the results indicate that, Young people are living, learning and negotiating transitions to adulthood and independence in an increasingly complex and challenging world, in which they face greater levels of choice and opportunity, but also unprecedented uncertainty and risk. This calls for youth empowerment, support, understanding, care, empathy, involvement if the dream of training a holistic child will ever be reached in higher education.*
KEYWORDS; *Youth, higher education, holistic, teacher's role and personality development.*

I. INTRODUCTION

Youths nowadays encounter many challenges and blood relatives, teachers, and concerned citizens around the world are posing queries concerning the finest way to prepare the youth and children for a successful life in the twenty-first century. The queries take on additional significance because humankind is absorbed in a cultural and social environment that is altering at an increase rate .Concurrently, there is a championed growth in recognizing of human abilities and the potential for human growth (Nixon, 1987; Park, 2004; William, 2004). On the other hand, every society has endured with concerns of preparing children and youth for maturity (adulthood), the prospective reimbursements have never been countless for providing the appropriate learning experiences so that the youth (young people) can flourish as adults.

Whereas it is accepted that universities are not the sole societal institutions accountable for the education of the youth (Huitt, 2009)universities are the most appropriate institutions that will absorb in an official, logical learning involvements rather than the informal and occasionally contradictory knowledge involvements delivered at home, larger society and communal(Wikeley, Bullock, Muschamp, & Ridge, 2007). Concentrating on universities as a means for preparing youth for maturity is among the assurances of established countries (Goldberg & Harvey, 1983). Nonetheless, if optimistic links are made between the universities, home and society, the influence can be even very influential (Epstein & Sanders, 2000; Henderson & Mapp, 2002; Roehlkepartain, Benson, & Sesma Jr, 2003).

The new education century for educating youth, both unceremoniously and officially, is obligatory if they are to turn out to be successful grownups in the 21st century. Accurately the needs require reflections and strategies to be made and executed (Tate, 2008).This necessitates the capability to contemplate beyond the definite to the potential ideas through the use of thoughts. Liu & Noppe-Brandon (2009) made an outstanding point that the use of thoughts is the step one on the road to increasing original resolutions to apparently stubborn challenges. Therefore, it's essential to develop ground-breaking services and goods that can be used to mitigate the related challenges.

The purpose of this paper is to provide an overview of philosophical frameworks in establishing the key elements ofthe role of teacher in holistic education, that form the whole-learner movement that is based on the proposition that education must move beyond preparing a learner to become "well-educated" citizen who is a productive participant in the socio-economic and political sphere of life.

II. LITERATURE REVIEW

Education must also cultivate in young people spirituality, admiration for the natural environment, create a sense of social justice, Intellectual-Capacity, Physical-Fitness, Health-Maintenance, Career-Preparation, Leadership, Emotional-Health, Self-Appreciation, Civic-Responsibility, Cultural-Engagement, Family-Relationship, Peer-Relationship, Community-Care, Art-Appreciation, Moral-Commitment, and Spiritual-Quest. Hence making education an inspirer oflearners' Creativity, Imagination, Compassion, Self-knowledge, Social Skills, and Emotional Strength. This paper explores the role of a teacher in designing and implementing the holistic education model to nurture the whole person (youth) and helping individuals live more consciously within their communities and natural ecosystems(F. A. Korthagen, 2004; Lucchetti, Lucchetti, & Puchalski, 2012).

Religion and spirituality have been associated to education for centuries. Higher institutions of learning initially were based on religious boarders and are shored by religious holy places or civilizations(Alexander & McLaughlin, 2003; Koenig, 2012; Palmer, 1983; Zinnbauer et al., 1997). However, in the early 20th century, there was anisolation between religion, spirituality and education as the emphasis of education shifted to a more methodological and scientific focus.According to (Lucchetti et al., 2012) there are a few institutions even in the United States of America (USA) that used to incorporate spirituality in medical education up to until 1993 and the increased accreditation of religious courses in medical field in the 21st century has increased the number of medical schools in integrating spirituality and medical education in the USA and the rest of the world.Nevertheless, since the 60s, epistemological scholarly works twisted to show the influence of spirituality and religiosity to the "whole person" and this promptedinvestigation on this focus area of research focusing on Holistic Education (HE) and how to build a holistic student.Religious principles were seen by various people as advantageous and accountable for learning effects which inspired the formation of the term "Holistic Education"**.**

Prompted by the early inquiries in religiousness and education, as well as values, and ethics and professionalguiding principleconcerning holistic education and building a whole student, many higher education institutions started to incorporate courses on spirituality and education into the curriculai.e., Islamic University in Uganda which was established on 10th February, 1988 with two faculties namely; Faculty of Islamic Studies and Arabic Language and the Faculty of Education to bridge the gap of Muslim education in Uganda . The coursesthat were taught among others include bachelor of Sharia and topics included the effect of spirituality and region on education, spiritual history, ethical aspects of spirituality, religion and education and the impact of spiritual and religious beliefs on education and health care decision making.

By early 90s afew higher education institutions of learning provided teaching on religious and spiritual issues and as applied to education especially medicine (Barnett & Fortin, 2006; Lucchetti et al., 2012; Puchalski & Larson, 1998). Currently, countless institutions of higher learning have such courses and subjects. Additionally, in reaction to experimental, moral and philosophical principles, the teachers associations and accreditation organisations started recommendation of spirituality in education (Anandarajah & Mitchell, 2007).Globally, however, there are few publications from holistic education in the world and those that have been integrating spirituality in their education curricula. Therefore, the present study aims to evaluate the literature and studies dealing with the holistic education (HE) and clearly underline the additional role of the teachers in building a whole student to enable teachers understand their future role and what is a head of them to enable them fit in for continuation purposes(Lucchetti et al., 2012).

The role of a teacher

"The teacher is a diplomat and ambassador of thoughtfulness and kindliness, as he/she expedites dynamic, positive relations among the diversity of beliefs, cultures, personalities, and ethics". A teacher is an enabler of learning and growth of the youth; he/she is required, therefore, to deliver the best services by providing a helpful environment for learning and development to the students and follow the code of ethics for professional teachers, in the statutory instrument (Commission, 2006). The education service commission regulations, 2012 arrangement of regulations; the teachers' professional code of conduct. The teacher survives in two societies i.e. the teaching community consists of his/her colleagues, and supervisors and community outside the school stake holders i.e., the parents of the learners, local administrators, alumni and residents where the school is located therefore for the teacher to function well in the lecture hall and in the society, he/she must be fitted out with know-hows in terms of attitude, skills and knowledge.

Along with the regulatory bodies both at national (Uganda) and regional (East Africa) level for example National Council for Higher Education (NCHE) and University Council of East Africa, Nurses Council (NC), Uganda Medical Council (UMC), Allied Council (AC) and Ministry of Education (MOE). This partnership wasjoined up to design a theoretical framework that outlines the diverse dimensions of effective teaching, communal alteration, an image of what is happening in the community and embraceholistic curriculums into the 21st century in order to achieve GlobalCompetent Education (GCE). For the GCE to be

achieved, there is need for a set of competencies (attitudes, skills and behaviors) for effective teaching to take place. It concentrates on the perfectionism of the teachers since they serve as positive and influential role models. Teacher's engagements determine the value for learning since the teacher implements policies and through processes, shows promptness, upholds suitable appearance and is restrained about the effects of one's behavior on the learners.Below are some of the normal roles of a teacher;

According to Harden and Crosby (2000) he identified six roles of the teacher in science and these include, information provider, a role model, a facilitator, an assessor, as a planner and as resource developer.Harden and Crosby (2000) further subdivided each of the six roles into two making a total of twelve roles i.e., mentor, learning facilitator, on-job-role model, teaching, lecturer, practical/clinical teacher, resource material creator, study guide producer, course organizer, curriculum evaluator and student assessor.According to (Crosby (2000); Squires, 2002)they specified that the modeling role is exemplary among all roles. It should be noted that while different authors (Burden, 1982; Gavelek & Raphael, 1996; Hoyle, 1969; James et al., 2008; Jordan, Glenn, & McGhie-Richmond, 2010; Killion & Harrison, 2006; Ramage, 2004; Schwab & Iwanicki, 1982; Valli & Buese, 2007; Wright, 1987)have discussed different roles of a teacher it's very important for the 'profile role' to be discussed and settled with staff at the time of their employment (Crosby, 2000) this gives the employer chance to widen the role to enable objective achievement especially in the changing environment with increased creativity that is demanded from educators to do more in order to achieve a holistic student.

Youth personality development

This concept takes on different current cultural activities that inspires the youth such as the media and music and teaches younger people how to be human, since the said cultural influences do not or negated their responsibilities in the 21st century. It hypothesizes queries concerning the major challenges in life and by what method to overcome difficulties, realize the achievement, and what basic conceptions need to be learned first in order to achieve all of those in future.Accepting that the provision which once came from traditional families, religion, or old tribes no longer exists, HE seeks out to transform learning of human and social goodness, individual greatness, and the happiness of living both in success and in hardship(Larson, 2000). The growing pressure from competition in institutions of higher learning, co-circular, and the societal pressure to focus in certain western trend as well as the violence which normally complement students physically, psychologically, and emotionally, deprives a student's ability to learn yet HE is a remedy of this(Frazier, 1967).

HE perceive that students need to not only advance intellectually, but progress the capacity to continue in the contemporary world. They need to be capable to rise up and meet challenges to encounter in the future and give back to society in which they live. While this type of knowledge acquisition is said to be initiated at childhood, they need to acquire values first, their price and cost and identify their talents and how to be able fix and do what they want in life(Roberts, Caspi, & Moffitt, 2001). Doing what they want ties into the relationships that they establish and how they treat those connections. HE teaches students about their immediate associations with their family and friends as well as social growth, health, and intellectual advancement. The idea of "flexibility" and "resilience" is an educated value, not one which is inherent and consequently students must be taught to face complications in life and how to deal with them. The last conception inspires students to witness truths, natural beauty, and the meaning of life(Davis & Dollard, 1940).

What is Holistic Education (HE)

HEis "an ideology of education founded on the principle that each individualdiscovers his/her uniqueness, importance, and aim in life through networks in the community, to the natural world, and to charitable values such as sympathy and peace. Holistic education intends toarouse from people an intrinsic admiration for life and a glow and desirous love of learning"(Miller, 1997). Similarly other scholars argue that HE is more pertinent with the development of anindividual's intellectual, emotional, social, physical, artistic, creative and spiritual potentials(Brander, 2012; Chang & Muñoz, 2006; Easton, 1997; Garrett, 2006; Genesee, 1994; Kochhar-Bryant & Heishman, 2010; Lewis; Liew & McTigue, 2010; Lund, 2010; Miller, 1991; Pang, 1998; Siraj-Blatchford, 1995; Suárez-Orozco & Sattin-Bajaj, 2012). HE also refers toa multi-levelled realistic drive of unearthing, expression and mastery where all students and teachers learn and grow together (Holistic Education Network of Tasmania, 2016).It may also refer topreparing students to encounter any tests they may face in life and in their academic career(Joyce, Weil, & Calhoun, 1986; F. A. Korthagen, 2004).

Human rights issues are concerned with the complete person i.e., (body, mind and soul) and all dimensions of life from foundation to grave. The whole person lives in an in interconnected world where everything is interrelated; human rights education inevitably comprises a holistic knowledge approach suggesting that acquiring knowledge takes place in a social context that embraces all everyday life involvements hence interdisciplinary and cuts across the traditional subjects in the school curricular (al-Muftī & Century, 1996; Brander, 2012, p. 32). Additionally HE encompasses involvement of the cognitive, practical, and attitudinal dimensions of learning i.e., it does not concentrate on what people learn alone but also how to apply

their knowledge in their attitudes or behaviors and how to put it into action (Brander, 2012, pp. 31-32). Institutions of higher learning aim to create "whole" students who are well balanced in their outlook on life and their personal understanding of themselves in relation to the world(Hida, 2013). HE craves for understanding and meaning and its purpose is to cherish health, whole, curious student is prepared to acquire knowledge whatever they need to do in the new context which shapes and gives meaning to life (Hida, 2013) hence assist students' in fully understanding their inter-reliant locality in the world and their increasing obligation for it. This justifies the Holistic Creed of Doubt that says; "you may be wrong, opposing views are welcome, accepts differences in people since they want to see you a better person, change and diversity, makes the universe acceptable, know your beliefs and core values and their interest is in you" (Hida, 2013).

It aims atsupporting students to be the most that they can be in a lifetime, assisting them stretch to their self-actualization, therefore its rooted into a psychological aspect of education (Forbes, 2003; Liew & McTigue, 2010). HE also aims to give students an admiration for life, and inspires personal and collective responsibility(Kochhar-Bryant & Heishman, 2010; Suárez-Orozco & Sattin-Bajaj, 2012).HE recognises the characteristic potential of EVERY SINGLE student for intellectual, original, systemic thinking.

According to education scholars, core ideas of HE in fact initiated in religion since it puts emphasis on relationships and human values, over and above becoming "open-minded". Religiousness is also a significant element in holistic education as it highlights the association and interrelatedness of all living things and emphasizes the "synchronization among the inner life and outer life"(Farber, 2012). In Holistic Education the basic three R's of Education are "Relationships", "Responsibility" and "Reverence" for all life. It's important to note that only the three Rs are not enough to explain HE since other scholars talk about "Resilience" as a key success factor hence expanding the three Rs to four Rs "Resilience", "Relationships", "Responsibility" and "Reverence". According to Zhang, Deirdra, and Wu (2016) they emphasized that Spirituality is recognized as one of the ways people construct knowledge and meaning in life; it deals with the sphere of values and beliefs, and informs the choices and actions of many individuals(Zhang et al., 2016).The most significant models grounded to HE are mostly concerned with getting knowledge concerningoneself, advance health interactions and optimistic social behaviors, communal and emotional growth, resilience, and the capability to understand beauty, experience worldliness, and truth.

III. METHODS

The research design was purely qualitative(Creswell, Hanson, Clark Plano, & Morales, 2007). The researcher embraced library research by reviewing documents.One hundred (100) articles on education where down loaded were the researcher deduced then fifty-six (56) using holistic as the key word. The fifty-six documents were summarized and analysed to the role of a teacher in making a holistic child that parents desire to have in future. Analysed incorporated themes as a result of summarized works articles from google scholar (Bowen, 2009).

IV. RESULTS

Holistic model

According to Gardner (2006) development of youth as a whole personfrom the perspective of improving abilities can be done through identifying the nine spheres: 1) temper, personality, and self-views/ intrapersonal intelligence; (2)Cognition/thinking; (3) affect/emotion; (4) conation/volition; (5) physical/bodily-kinesthetic; (6) social/interpersonal; (7) spiritual/ transpersonal; (8) Moral character and (9) Citizenship.

(1) Temper, personality, and self-views/ intrapersonal intelligence; the innate or inherited aspect of personality (Derryberry & Reed, 1994; Keirsey, 1998) that brings out the introversion and extraversion personality since they have been linked to affect learning (Oakland & Joyce, 2004), and that personality conceptualizes how an individual organizes one's thinking, feeling, intending and behavior by identifying potential capabilities that could be developed and make inquiry on whether there is potential competence and identify the likely competences in which capabilities could be used. Further the five factors model i.e., (a) openness, (b) conscientiousness (being precise and careful), (c) extroversion (a tendency to look outside the self for stimulation and pleasure); (d) agreeableness (a tendency to be pleasant and accepting in social situations); and (e) neuroticism (a tendency to experience negative emotional states.) as argued by (McCrae & Costa Jr, 1997). These factors can lead to many outcomes like political choices, use of alcohol/drugs, addiction to internet, one's willingness to express her true self and entire life on internet. Another view presented by effort of (Jung, 1971) and advanced by (Myers & Diener, 1995), planned that people vary in terms of their preferences in four magnitudes (extrovert-introvert, sensing-intuition, feeling-thinking, and judging-perceiving.) this approach is influences one's ability for career selection, problem solving, decision making and leadership styles and working in teams. Another theory advanced by Peterson and Seligman's 2004 who recognized twenty-four character strengths grouped into six qualities i.e., courage; humanity; justice; temperance; and transcendence (perfection) hence an overlap considerably with the previous descriptions of capacities by various

scholars.Additionally, there are a number of self-views (e.g., self-concept, self-esteem, self-efficacy) that have been explored for their relationship to school achievement and life success (Bandura, 1994) Campbell, 1990; Kernis, 2003; Marsh, & Hattie, 1996). Another concept is high levels of well-being; Seligman (2011) ends up in the five elements of prosperous combination as a single desired outcome: (i) positive emotion, (ii) high levels of engagement and flow, (iii) positive human relationships, (iv) transcendent meaning and purpose, and (v) personal accomplishment and achievement.

(2)Cognition/thinking Sternberg (1985, 1996); Wegener (2005) identified the traditional procedures of intelligence, developed to classify mental capacity linked to academic proficiency are inadequate. He acknowledged three distinct, though correlated classifications of cognitive abilities i.e., analytic, creative, and practical. Cognitive refers to individual ability to use strategies such as comparing and analyzing to investigate the elements and relationships of an object or situation; creativity of individual's ability to use approaches such as visualization or designing to find different elements or networks to solve non-traditional challenges and Practical; where the individual uses strategies to address problems. Additionally Costa and Kallick (2008) developed yet another alternative through a description of 16 habits of mind i.e., gather data through all the senses, strive for accuracy, question and pose problems, apply past knowledge to new situations, think flexibly, create, imagine, and innovate, listen with understanding and empathy, respond with wonderment and awe, find humor, manage impulsivity, persist, take responsible risks, remain open to continuous learning, think and communicate with clarity and precision, think interdependently, and think about one's own thinking (metacognition).

(3) Affect/emotion; intrigued by the world's phenomena and beauty. Find what is awesome and mysterious in the world. Look for fanciful, unsuitable, and unanticipated in life. Laugh at self when possible. Lewis, Haviland-Jones, and Barrett (2008) predicated the rebirth of research on emotion and reported on the universal inspiration of emotions on human thinking and behavior.

(4) conation/volition (or self-regulation), use of personal agency or volition to make choices regarding thoughts, emotions, and behaviors related to goal-directed activities.(Hilgard, 1980). Bandura (1986, 1989, 2001) He acknowledged four mechanisms that deliver the underpinning for one's self-regulatory capability: (i) intentionality; the ability to instigate a purposeful action; (ii) forethought the ability to think about the future and to make plans; (iii) self-reactiveness the ability to display one's actions and make corrections to achieve one's goals; and (iv) self-reflection the ability to appraise one's purpose, values, and goals with respect to one's plans and actions.

(5) Physical/bodily-kinesthetic; as bodily-kinesthetic intelligence is actualized into competence, there are also two categories: basic and advanced. Basic physical competence is often measured in terms of (i) cardiovascular (heart) endurance, (ii) muscular (well-built) strength, (iii) muscular endurance, and (iv) flexibility (Caldwell, & Huitt, 2004) while more advanced competencies are shown in such activities as dance, theatre, and sports (Visser et al.). In order to use one's bodily-kinesthetic intelligence, one needs to have a healthy body. Nutrition and physical exercise are the two primary influences on physical development, including health and well-being (Cooper, 1999). While there can be specific advantages in having students involved in dance, theatre, sports, or movement education, the most important goal should be, to have youth develop strong and healthy bodies so that they can use whatever bodily-kinesthetic intelligence they possess.

(6) Social/interpersonal; in the 1970s scholars such as Aronson (2003) first published The Social Animal around 1972.He affirmed what society used to do scientifically and what people knew experientially: that human beings are social in their very nature. Additionally, Dunbar (1998) argued the perspective of a large human brain evolved principally to adapt to a progressively more complex social environment. Goleman (2006) argued on issues to do with social intelligence and social competence. Further Social Awareness and Social Facility were a concern in building a whole youth andMerrell, 1993 in return discussed the Social Competence Scale as it comprised of three sets of skills: (1) interpersonal skills, (2) self-management skills, and (3) academic skills.

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2003, 2007), one of the leaders in the development of social-emotional learning (SEL), identified five teachable competencies that they believe provide a foundation for effective personal development:

1. Self-awareness: knowing what one is feeling and thinking; having a realistic assessment of one's own abilities and a well-grounded sense of self-confidence;

2. Social awareness: understanding what others are feeling and thinking; appreciating and interacting positively with diverse groups;

3. Self-management: handling one's emotions so they facilitate rather than interfere with task achievement; setting and accomplishing goals; persevering in the face of setbacks and frustrations;

4. Relationship skills: establishing and maintaining healthy and rewarding relationships based on clear communication, cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed; and

5. Responsible decision making: making choices based on an accurate consideration of all relevant factors and the likely consequences of alternative courses of action, respecting others, and taking responsibility for one's decisions.

(7) Spiritual/ transpersonal; Huitt and Robbins (2003) shortened the opinions of many scholars in the area of spiritual intelligence and the development of spiritual competence by describing it as: an inherent human component, There are multiple components of a definition of spirituality, including, but not limited to, the ability to connect to the blessed (Pargament, & Mahoney, 2002); the ability to produce significance and aim for one's life (Frankl, 1997, 1998); self-awareness (Zohar, & Marshall, 2000); and the ability to generate deep, personal relationships with one's self, with others, with nature, and universal mysteries. (Hay, & Nye, 1998). Maslow (1971) suggested that human spirituality is an existential, transpersonal quality that is the essence of one's humanity. Palmer (1998/1999, 2003) has extensively promoted that spirituality should be part of a classroom teacher's training and practice.

(8) Moral character; this revolves around the habits and patterns of thought, emotions, intentions, and behavior associated with issues of right and wrong, especially in a social context (Vessels, & Huitt, 2005).There is need for integration of moral character activities into academic lessons, to all-university programs where instruction is focused on moral character, to service learning programs integrated into the curriculum is agitated for to help the youth in building a whole person (Vessels, & Huitt, 2005).

(9) Citizenship; in many ways, one's concept of citizenship is an essential element of one's self identity. Discussions on regarding citizenship received extensive attention.In human evolution the group association that delivered a source of one's distinctiveness was the family or band, then evolved into tribe, city state, and empire (McNeill & McNeill, 2003). Citizenship has been debated as an important next step in the sociocultural evolution. While there are divergent views on the new and old paradigms views of citizenship, basically what is supreme is the need to include representatives from all of these groups.

Why a holistic model in youth personality development at higher education.

Educators and policy makers are starting to realize that the current educational system doesn't necessarily guarantee a well-balanced and healthy adult, even if grades show that a student has learned the concepts. Psychologists especially, insist that education models take into account the whole person.

Emotions impact learning: The brain is a complex organ that cannot be fractured into separate parts and pieces. A student who is feeling confident and healthy will be better able to "hear" a lecture or absorb new material if their emotional state is balanced.

Learning is not just about the acquisition of facts: Learning doesn't just mean that a person has memorized a concept. Knowledge must be applied to real world situations where there are other people to connect and converse with.

Emotional health is crucial for success: Success in the world means that an individual can interact with his or her environment in a meaningful and helpful way. When depression or anxiety sets in, this cripples a person's ability to share their learning with others. The knowledge is lost behind a wall of mental illness.

Creativity is necessary for innovation: New ideas are birthed from creativity. Creativity cannot be expressed unless the student is engaged and able to commit brainpower to applying the knowledge in an innovative way. It is like Maslow's hierarchy of needs. Creativity will not be allowed to work if other needs and problems aren't dealt with first.

Inspiration drives the desire to find out more: Inspiration is another emotional feeling that propels students to dig deeper. When an online course inspires someone to do his or her own research, it further cements the learning process. Inspiration is rare in an individual who is emotionally unwell.

Positivity promotes productivity: "Feel good feelings" give a student the sensation that helps promote concentration. This in turn leads to an increase in productivity. The more a student can get done, the more opportunity there is for more learning!

Depression reduces the ability to finish what you've started: Depression kills all feelings of confidence, inspiration, and creativity. If educators don't monitor their student's emotional wellbeing, people may drop out of courses when life events cripple them emotionally.

There are layers of intelligence: The ability to spout off facts is only one type of intelligence. In fact, people with solid emotional health can often function better in the world, even if they are not as intelligent or well educated as others. Isn't this a form of intelligence, to be able to live in the world in a meaningful way?

A person's worldview is colored by their emotional wellbeing: Individual perception is a crucial component to success. If a student cannot see himself as someone who can offer the world anything, the knowledge acquired throughout their education will not reproduce itself in any tangible goals.

Connecting life, knowledge, and emotions makes learning more meaningful: Learning does not happen in a vacuum. A student is more likely to continue his education when he sees the concepts and values affecting his life in a meaningful way.

Holistic teaching can help those with learning disabilities: More attention needs to be paid to those students who don't learn with the same speed or productivity as the average person. Courses that take into consideration the abilities (or disabilities) of its students, can then help tailor the course in a way that gives everyone the best chance of success.

School doesn't always help emotional wellbeing: Unfortunately, some school environments do the opposite of promoting wellbeing. Online courses don't have to contend with a classroom full of students, but how the course is laid out (its accessibility to an instructor, materials, other students, etc.) will impact a person's experience. You want them to walk away feeling like they "belonged" in the class.

Happiness gives people the perception of success, encouraging them to keep moving: Even if a student is struggling to pass an exam, a happy and balanced mindset will give them an edge over another student who may be excelling grade wise, but miserable emotionally. The happier person will continue onward, taking more classes and doing his or her best, even if the obstacles seem overwhelming.

Evaluating failure with the whole person in mind helps to measure the effectiveness of a course: If a student passes a course but then struggles to hold down a job, has the course been successful? It brings to light the purpose of education. Teachers may argue that the course material has nothing to do with job responsibility, but what point is there in educating an individual on advanced mathematics if he can't hold down a job? Educators must evaluate their courses using more than just grades.

Emotional wellbeing as part of the curriculum helps with developing interpersonal skills: Every course should have a component in the curriculum that gives students a chance to try out their concepts and knowledge in an interpersonal setting. Knowledge should have exponential impact, growing with each person that hears and applies it.

The implications of holistic education

Holistic education is a clear departure from the knowledge transmission approach to education that has been familiar in the past. Holistic education prepares a student for lifelong learning in which the educational focus moves towards the life skills, attitudes and personal awareness that the student will need in an increasingly complex world. The commitment to the subject knowledge of the student is maintained but is complemented by learning how to learn, the critical evaluation of knowledge gained and the use of this knowledge in a broad range of contexts; it is these that represent the education currency of the future.

Consequently, there is an emphasis on a broad educational approach that addresses the intellectual, personal and interpersonal development of the student, and puts in place many of the values, attitudes and skills that will serve the student well throughout life. Such a broad development cannot be claimed by the knowledge-laden education systems that have dominated for so many years. It brings closer the realization of "learning to be" and "learning to live together" that have been identified in the Delors report (UNESCO 1996).

This broad development of the student must be carefully planned at the individual level and has obvious repercussions on teaching strategy, curriculum design and the assessment of progress. The evaluation of the "soft" personal skills such as integrity, care, consideration, negotiation and active listening has never been easy, but these are new challenges in educational assessment. The skills and attributes will constantly be in dynamic development as various situations and scenarios present themselves in which these skills are necessary and appropriate.

Evaluative information must be sought on behaviours and actions from a number of sources and in a range of situations and these should be fed back to the student in a constructive and supportive manner. These behaviours lend themselves to peer review and informal assessment. This could be problematical and brings into focus the importance of the relationship of the teacher and student and between groups of students. Simply offering an assessment in terms of effort and a grade will no longer suffice; such "soft" skills cannot be graded on any scale.

Holistic education calls for students to take ownership of their own development. This ownership will take different forms at different ages and levels of student maturity. Nevertheless, it is a key element within holistic education and teachers will need to be at the forefront of driving this issue and encouraging this ownership.

The supportive role of the parent within holistic education is essential. The behaviours identified in the student profile will also manifest themselves outside the classroom and parents should recognize, encourage and praise such positive behavioural changes.

Holistic education is a radical endeavour. The educational journey starts the process of self-actualization and self-realization through relationships, and interconnectedness with other individuals, groups and the world around them is an integral part. Formal education is merely the starting point of this lifelong process.

Holistic education: Implications for the teacher

Holistic education represents a new journey for both student and teacher and one in which both parties will grow and critically examine perhaps strongly held values and beliefs. For the educator this could be an unsettling experience; the teacher is moving out of the comfort zone of subject specialization into areas of personal uncertainty. No longer is the teacher depending on subject expertise but is guiding students in developing and examining their own values and prejudices, their critical thinking and behaviours and confronting opinions that are new to them without clear demarcation of right or wrong. This is uncertain territory. Frequently this may be a joint journey of discovery for both student and teacher, with the teacher bringing their greater life experience to the learning process.

Holistic education challenges teachers to think differently about student cognitive and affective development and to examine critically how they practise their craft. The working relationship between the student and the teacher changes; it becomes more inclusive, dynamic and egalitarian. The appropriate pedagogical approach will become one of active, planned interventions that are developed for students to meet their development needs. The teacher's skills of facilitation, guidance and mentoring will feature strongly in promoting learning and understanding at both the academic and social levels. The aim is for students to understand, for example, the importance of relationships, the different ways of regarding knowledge and its evaluation, the importance of life skills and the impact that the students have on others around them.

Teachers must also examine the learning culture within their school so that it is conducive for creating an inclusive learning community that stimulates the growth of a person's creative and inquisitive engagement with the world. The aim becomes the development of healthy, curious individuals who can learn what they need to know and apply it in any new context in which they find themselves and who are self-motivated and confident learners.

A holistic teacher's characteristics

In holistic education, the teacher is seen less as a person of authority who leads and controls but rather is seen as: a friend, mentor, facilitator, and an experienced traveling companion

A "holistic teacher" is a "facilitator of learning." The traditional role of teacher has become one of an instructor who drills or pours "info-facts" into a student's head, treating knowledge as content, i.e., finite, and this archaic model has been reinforced by the computer age of how information gets processed. Yet the caveat of "garbage in, garbage out" now applies to today's obsolete industrial-era mass education system. Holistic education is based on a concept of knowledge as a process of reasoning and of continuous learning, i.e., infinite.

A holistic Teacher is someone that educates, mentor and do coaching one on one with his or her students. When students see her or him they regard their as a role model because of the drive and the skills that he or she is passing on to the students. He or she possess the following attribute; Strong Leadership, Career and Family Counseling, Planning into Detail & Motivator

Holistic teachers have clear and simple rules: Respect - for the teacher, for classmates, and for materials, raise your hand if you want to speak, always try your best (as a person and on your work), and take responsibility for our classroom (pick up after yourself)

A holistic teacher must set and implement the following classroom guidelines: Respond to Adults, Make eye contact, Congratulate a classmate, Respect other students' comments, opinions and ideas, If you win, do not brag; if you lose, do not show anger, Cover your mouth with the crook in your arm when you sneeze, Do not show disrespect with gestures, Always say thank you when given something and do not insult the gift or giver, Surprise others by performing random acts of kindness, Follow along when we read together in class, You must complete your homework every day, Subject transitions will be swift, quiet, and orderly, Be organized as possible, When a substitute teacher is present, all class rules still apply, Follow the specific classroom rules, You may bring a bottle of water to class, you may not get up for a drink of water during instruction, Greet visitors and make them feel welcome, Do not save seats at lunch or in line, and Do not stare at a student who is being reprimanded.

A holistic approach to education does not mean that the teacher needs to befriend the student, treat them as an intellectual equal, or equally value their opinions about the world. In fact the teacher should do not really do any of these things because they all lead to the loss of credibility. As the teacher, even the holistically minded one, you should be the guru, the master of the material and on a higher intellectual rank than the student. People in general don't tend to learn from those with equal knowledge on a subject, they debate them. I'm not suggesting that students differing in opinion from you are a bad thing; in fact that process is extremely good. However, if you are a teacher worth your salt, nine times out of ten the debate should end with both you and the student understanding that you are the winner, but not that the student has lost.

However the image of a mentor or role model is not far from where a holistically minded educator should be. This image must be carefully maintained and needs to differ from student to student. In all cases students must respect the teacher a great deal in order for any holistic program to take place.

Teachers must often have to fill in the shoes of unrealistic ideals and hard to survive methodologies. It is important that self-realization and truth seeking become the motto of teaching or imparting learning, only then can a teacher be holistic. From a philosophical, real life, scientific and cultural perspectives, allowing learning to sprout in turbulence along with accepting learning as an event in a journey, all these are qualities which a holistic teacher can aim to have.

According to (Saturdayborn, 2015), he described skills that are needed to bring up a whole person communication skills, listening skills, caring skills, teacher attitude, teacher behavior, teacher education, creative teaching, cultural influences, self-knowledge, awareness, mindfulness and positive energy. The skills are what influence the quality and profusion of energy in her teaching life. She further that argued knowing your self is vital and it is similar to liking reading, writing, learning, listening and speaking as additional soft skills sure they are is a key success factor (Saturdayborn, 2015). Further, she argued that self-care, and getting and accepting care in their own lives before they begin to teach caring skills to learners is vital.

What are the features of holistic education?

A programme of holistic education aims to encompass all aspects of personal learning and growth and emphasizes the development of active relationships at all levels, whether these are between the subject domains, between individuals and their peer groups and communities or between the individual and the world around them. Miller (1991) has proposed that education may be described as holistic when it exemplifies the following characteristics: holistic education nurtures the broad development of the students and focuses on their intellectual, emotional, social, physical, creative or intuitive, aesthetic and spiritual potentials, it promotes the importance of relationship at all levels within a learning community in which the educator and student work together in an open and collaborative relationship, there is an emphasis on life experience and learning beyond the confines of the classroom and the formal educational environment towards education as growth, discovery and a broadening of horizons. It encourages a desire to elicit meaning and understanding and to engage with the world and The approach empowers learners to examine critically the cultural, moral and political contexts of their lives. It leads learners towards actively challenging and changing cultural values to meet human needs.

Holistic education has the capacity to lead the students into new areas of thinking, to broaden their personal and critical thinking and develop an appreciation of the world around them, and to realize the importance that relationships have within all these considerations. Importantly, holistic education has the capacity to empower students to think differently, to think creatively and reflect on their own values.

Undoubtedly, teachers would encourage their students to develop into well-educated, informed and participating members of society. This aim is accommodated within holistic education and offers teachers a framework within which to work. It also seeks to develop students actively beyond academic excellence alone.

Teachers' role in teaching a whole person

There is a need to appreciate that the legal framework, finance, syllabus, evaluation andaccountability should be well-thought-out holistically if they are to back a move towards a more all-encompassing and involving practice in which teacher education at higher institutions of learning plays a key role. The Councilconclusions on the social elements of education and training (Donnelly & Watkins, 2011; Mulryan-Kyne, 2007; Council of the European Union, 2008; Council of the European Union, 2010; E. Union, 2007, 2009a, 2009b)observedthat across the EU countries,education and training arrangements need to safeguard both fairness, qualityand identify that enlightens educational accomplishment and significantcapabilities for all these are vital not only to economic development and attractiveness, but also to lessen poverty and nurturing social inclusion with the balanced view of teachers to help mold and nurture students holistically .

According to (Leadbetter, 2005) instructors play a dissimilar role in a more responsive, amendable and 'adapted system' and therefore need to be able to work with learners and other interventional organizations to meet theneeds of each learner more holistically. Additional (UNESCO, 2008)emphasizes inclusion and holistic education as the only sure way to the future of education at all levels and necessitate to strengthen the role of teachers through salary improvement to boost their statusand their working conditions, change the instruments for employing appropriate candidates and develop capable teachers who are dedicated to different knowledge necessities for different learners who need full support, involvement of the top leaders to realize it success (Day, Hopkins, Harris, & Ahtaridou, 2009) through identifying six mutual catalogue of comprehensive educationalmorals i.e., personal and interpersonal qualities, dispositions, competences, decision-makingprocesses are all operative and essential for figure heads to release full potential of teachers.

The teacher determines concern for holistic development of students. The Teacher is supposed to set clear, inspiring and attainableprospects on the holistic growth of the learners, recognizes learning discrepancy and takes decisions to empowerstudents to catch up, engages integrative and collaborativeapproaches for significant and holistic growth of students is thoughtful to unusual conduct of students and takes suitable action; and offers opportunities to improvestudents' growth in all aspects. A holistic teacher trains a holistic student in

terms of focusing at the 3H i.e., head, heart and hands(Brühlmeier, 2010; Easton, 1997; Kotzsch & Colfax, 1989; Petrash, 2010; Querido, 1987; Singleton, 2010) which have been proved to be at the heart of education transformation and sustainability and here are some of the roles adopted and adapted from the various holistic models to clearly highlight what more can teachers do to build a holistic learner.

In considering curriculum using a holistic approach, one must address the question of what children need to learn. Since holistic education seeks to educate the whole person, there are some key factors that are essential to this type of education. First, children need to learn about themselves. This involves learning self-respect and self-esteem. Second, children need to learn about relationships. In learning about their relationships with others, there is a focus on social "literacy" (learning to see social influence) and emotional "literacy" (one's own self in relation to others). Third, children need to learn about resilience. This entails overcoming difficulties, facing challenges and learning how to ensure long-term success and fourth, children need to learn about aesthetics this encourages the student to see the beauty of what is around them and learn to have awe in life.

Holistic Curriculum is the inquiry ambitious, multidisciplinary, interdisciplinary and combined program grounded on clear expectations of interrelatedness, completeness and multi-dimensional being. It acquainted with all information that is bent within a traditional, cultural context and that the "realities" are rarely more than shared viewpoints. It inspires the relocation of knowledge crossways among different academic and theoretical disciplines. A holistic curriculum reassures students to analytical style of the traditional, moral and political frameworks of their day to day lives.

The holistic curriculum includes: The essential significance of understanding learner development in context, as a basis for understanding the documentation of special educational needs for different students, significance of perception that you do not know everything, and trusting that alteration is conceivable, the need to communicate understanding and resolve difference between the people who have useful knowledge, the need to distinguish between the learning environment as a site for the development of teaching know-how and the creation of knowledge, deep understanding of teaching and of oneself as a teacher educator's (Swennen & van der Klink, 2008).

Further the is a need to focus on traits other than teaching run-through such as curriculum development or research(F. Korthagen & Lunenberg, 2004; F. A. Korthagen, 2004), self-awareness growth on issues of culture, bias, attitudes and discriminatory practices and their position on diversity (Cushner, 1999), confront the acquaintance and understandings which leads to their knowledgebase expansion and be in position to participate in discussion concerning complex issues of language, disability, culture, and attachment (West & Hudson, 2010).This encourages knowledge development and solving needs in their areas. It also improves their own honesty to diversity as augmentation and they prepare themselves to encounter student expectations and an acknowledgement of the significanceof consideration in as well as on achievements (Bartolo, Lous, & Hofsäss, 2007; Schön, 1983).

Additionally such a curriculum employ diverse approaches to learning for their learners and eventually will become teachers of dissimilar learners (Bondy et al., 2007). A holistic teacher teaches a holistic students, uphold the concept of modelling by "practice what they preach' and "working the talk" thus explaining the requirement of the reflective approach (Brownell, Ross, Colón, & McCallum, 2005; Sharma, 2010; West & Hudson, 2010). Teachers are required to model the role on top of supporting students teachers in the concept of teaching and learning (F. Korthagen, Loughran, & Lunenberg, 2005), uphold the concept of modelling by "practice what they preach' and "walking the talk" thus explaining the requirement of the reflective approach (Nevin, Thousand, & Villa, 2009) this style establishes a culture to support one another, the notion of the teacher-as- a researcher (Hammersley, 1993; Nixon, 1987; Stenhouse, 1975) it's a significant part played in teachers' growth by diverse kinds of action research hence solving community challenges that leads to development of the institutions, teachers in their university settings are a primary site of inquiry, reflection, and cultivation of knowledge and understanding on behalf of the wider culture (Parks, 2000) and interdisciplinary teachers to provide interdisciplinary studies, as well as link spirituality to growth and development(Astin, Astin, & Lindholm, 2010).

According to Carl (1967) she wrote about the role of the holistic teacher which includes but not limited to the following:Concentrate on creating a classroom climate to facilitate self-initiated learning, the freedom to learn and learning to be free, allow the students to be free and responsible so they confront real life problems, the teacher must be genuine and sincere, with a confident view of humanity and a profound trust in the human organism, able to accept their feelings as their own, they have no need to impose them on others, the teacher values the feelings and opinions of students who are regarded as imperfect humans with many potentialities and the teacher never denies a child's feelings and has empathic awareness of the learning process and education from the student's point of view.

They should be someone who is compassionate, understanding and can listen. To be able to give impartial guidance and coaching to child. Guiding the youth means to understand they are responsible for their

own actions and words, to learn how to identify personal issues and deal with them positively, learn how to identify goals and the steps to achieve them, to identify self-limitations and imposed limitations, giving guidance and coaching on how to overcome them and what positive actions they need to take, and Learn how to love themselves and be joyous and passionate about their lives. This will result in the youth being able to see their unique talent and will bring about a responsive curriculum instead of a restrictive and conditioned curriculum.

Holistic learning is planned following the associations inside and amongst students and their ecology while allowing pupils to live completely in the contemporary and to co-create a desired future. Further it aims with the development of each individual's emotional, intelligence, social, creative artistic, physical and spiritual capacities. It vigorously involves learners in the teaching/learning system and inspires individual and communal sensitivity and accountability. Further it pursues to warm the heart, open the mind and arouse the soul.

Components of holistic learning
There are a number of components of holistic learning I.e., group Dynamics, conflict Resolution, emotional awareness techniques, learning community, learning contracts for participants and leaders, learning sets, good feedback loops, changing modes, physical warm-ups, games, sharing and intros, meditations and attunements, spiritual practices, value of 'service", models of group development, emotional catharsis, meta skills in a group, intuition, altered states and dream work and group roles and Role play in a group.

Who is a holistically educated youth (outcome)?
Holistic education can be associated with a number of recurring themes and values: the family resemblances that were referred to earlier (Forbes 2003). These values are "guidelines for personal behaviour" (Thompson 1993) and it is these personal behaviours that characterize the outcomes of the holistic approach. The behaviours reflect a range of capabilities, skills and competencies that the students will begin to develop as they emerge from a formal programme of holistic education (Hare 2006).

The behaviours and attributes associated with holistic education have been drawn together as outcomes within a student profile, the significant features of which are shown below: acts with social and academic maturity and integrity, takes ownership of their own development and learning through planning and prioritization, and they ensure that through their own determination tasks are completed on time, demonstrates flexibility and a creative approach to problem solving, develops and maintains relationships through their interpersonal skills, demonstrates a reflective approach and an attitude of continuous improvement, demonstrates effective written and oral communication skills, demonstrates good meeting management and involvement behaviours, seeks to bring clarity to decision-making, through an understanding of their subject areas, their interdependencies and interrelationships, they can appreciate the interconnections in human knowledge; they can appreciate and debate global issues and the impact of human activity on the environment and effectively uses the information resources that are made available to them to assist in the acquisition of further knowledge and its relevant application.

These outcomes should not be interpreted as representing definitive goals that must be achieved within the years of formal education. The skills and attributes supporting a holistic approach to education will develop at different rates and reflect the maturity of the individuals, their personal experiences and the relationships that they develop and from which they benefit. As the student matures, these skills and abilities will serve them well in understanding their role in society, the contribution that they can make and lead them to appreciate the potential that they have to offer.

Learning is envisaged as a lifelong experience. A major difference between the holistic approach and the familiar knowledge-based approach is that the former adopts a planned and considered approach to development beyond academic considerations and at the very broadest level. An emphasis is placed on relationships and the learning emerging from them and takes the student beyond the confines of a knowledge-based education. This delivers personal and interpersonal skills that will bring considerable advantages to the students' progress beyond their formal education.

The more a person is in control of their lives the more they understand themselves and be who they really are. There are many successful entrepreneurs who only had limited education clearly we cannot say they are failures but the education system failed them. Rowley & Sherman, 2014; Queeney, 1996), create a society in which lifetime learning is valued, create and sustain a community of learners, create a more trained labourforce that is more productive, earns more and pays more tax to the government than an untrained labour (Kasozi, 2003).

V. CONCLUSION
Young people are living, learning and negotiating transitions to adulthood and independence in an increasingly complex and challenging world, in which they face greater levels of choice and opportunity, but

also unprecedented uncertainty and risk. This calls for empowered, support, care, understanding, empathy, involvement, resilient young people, who play an active role in navigating these paths if Holistic Education is to bea success in Universities such as Islamic University in Uganda.

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