

**FACTORS INFLUENCING CURRICULUM DEVELOPMENT IN MERU
UNIVERSITY OF SCIENCE AND TECHNOLOGY, MERU COUNTY,
KENYA.**

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DECLARATION

This dissertation is my original work and has never been published or submitted elsewhere for conferment of a degree or any other award. It contains no material written or published by other people except where due reference is made and author duly acknowledged.

King'au Lucy Nkirote

This dissertation has been submitted for examination with my approval as the University supervisor.

Dr. Priscilla Gachigi

KCA University

DEDICATION

This project is dedicated to my sons Brian, Moses and John Roy.

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OPERATIONAL DEFINITION OF TERMS

University – in this study university referred to an institution of higher learning where a curriculum can be implemented.

Department – this referred to an academic section in Meru University of Science and Technology (MUST) that hosts programmes of related nature.

Curriculum - in this study, curriculum referred to the learning experiences in a University.

Curriculum Development -this referred to the process of coming up with a curriculum that can be implemented in a university to guide learning experiences.

Cultural factors – these referred to value guidelines that shape the university system and the society.

Political factors – in this study political factors referred to state and governing policies on education and curriculum development.

Technological factors – in this study these referred to information communication technologies that involve the internet, computers, smartboards and other related facilities.

ABBREVIATIONS AND ACRONYMS

CUE	Commission for University Education
GOK	Government of Kenya
IBE	International Bureau of Education
ICT	Information Communication Technology
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
KNUT	Kenya National Union of Teachers
MDGs	Millennium Development Goals
MEXT	Ministry of Education, Culture, Sports, and Technology
MOE	Ministry of Education
MUST	Meru University of Science and Technology
NPE	National Policy on Education
OECD	Organisation for Economic Co-operation Development
PFN	Personal File Number
QMS	Quality Manual Standards
SPSS	Statistical Package of Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations, Educational, Scientific and Cultural Organization
WAEC	West African Examination Council

ABSTRACT

The general objective of this study was to analyse the factors that influence curriculum development in Meru University of Science and Technology (MUST), Meru County, Kenya. The specific objectives of the study were; to establish the relationship between cultural values and curriculum development, to establish the influence of political factors and to determine the influence of technological factors on curriculum development in the University. The study was based on the actor network theory developed by Callon (1986) and Latour (1988). A correlational research design was used to assess the relationship between the variables in the study. The target population for this study comprised of eighteen chairpersons of academic departments and full time lecturers in the University. All the chairpersons of departments were selected through purposeful sampling for the study. Stratified random sampling was used to select fifty-nine out of the total one hundred and eight lecturers. Questionnaires were used to collect data from the respondents, while document analysis was used to obtain secondary data from Senate Board minutes. Data collected was analysed using Statistical Package for Social Sciences (SPSS). The analysed data was presented in percentages and frequency tables. Inferential statistics were used to describe the relationships between the independent variables and the dependent variable. Findings of the study established that there was a relationship between cultural values and curriculum development and that political and technological factors influence curriculum development to a large extent in MUST. The study recommended that curriculum developers need to consider these three factors when developing new curriculum or reviewing an existing one. The findings of the study may be useful to academic departments in universities, curriculum development policy, non-governmental organizations, and research scholars.

CHAPTER ONE

INTRODUCTION

This chapter entails background to the study, statement of the problem, objectives of the study, research questions, significance of the study, limitation and delimitations of the study, and organization of the study.

1.1 Background to the Study

Curriculum refers to the total learning experiences of individuals not only in school, but in the society as well (Bilbao, Lucido, Iringan, and Javier, 2008). Any institution of learning considers curriculum to be the core guide of all learning activities that take place in the institution (Mary, 2015). According to Jadhav & Patankar, (2013), students go to school to learn and what they learn is embodied in a curriculum. This then, makes curriculum development a priority in all learning institutions. With policy, economic, cultural and technological changes in the society, the importance of a well-developed curriculum in formal education should be considered the responsibility of all stakeholders in the society (Ackerman, 2003). Ackerman further notes that curriculum orientation or culture has an impact on roles of stakeholders, parents, educators and students as they relate to curriculum planning, development, implementation and evaluation.

According to Jadhav & Patankar, (2013), development of a successful curriculum should be sensitive to time and place while the involvement of all stakeholders is taken into consideration. However, according to Makaram (2015), developing an effective curriculum is not a very simple thing. It depends on the understanding of a body of knowledge and on a set of sophisticated abilities that are optimally developed through a variety of fields of experiences over time.

During the ancient times, passing of knowledge and skills used to be done informally. With time discoveries and inventions became inevitable and this changed the people's way of life. As a result, education became formal and curriculum development evolved as a systematic, planned, purposeful and progressive process (Mary, 2015). The global trends in curriculum development are moving towards the use of curriculum as an

instrument to achieve total development of citizens in preparing the nation both for local, national and international development and competitiveness (Akudolu, 2012).

In Australia, there have been greater levels of direct government control and intervention of curriculum development in the higher educational sector (Harman & Treadgold, 2007), while in the United Kingdom there is a move towards less curriculum control by the government (Braund, 2010). Harman and Treadgold further state that the government through commissions for higher education intervene to ensure relevance of curriculum in addressing the 21st century political and technological needs.

In Latin America the Education 2030 Agenda positions education as one of the fundamental tools for the sustainable, inclusive, fair and cohesive development of a country (Opertti, 2017), while in Japan the Ministry of Education, Culture, Sports, Science and Technology (MEXT) revises its course of study constantly at the standing committee on the results of national wide and comprehensive surveys on academic performance and implementation of the curriculum (MEXT, 2004). According to Tucker, (2011), Amadio, Opertti and Tedesco, 2015), evidence shows that underrating the discussion and collective construction on curriculum design and development is to forgo a fundamental tool to change education in a convincing, profound and sustainable manner. Citizens may also be requested to participate and make their contributions on the desirable form of education system in the country, while taking into consideration their culture and values.

The last two decades in China witnessed not only a growth of unprecedented dimensions in education in terms of enrolments and the size of the teaching force, but also the emergence of social forces and aspirations which present new challenges to education, especially in the area of curriculum development (Organization for Economic Co-operation Development (OECD), 2016). There was need to reform the curriculum to suit the needs of national objectives by making it realistic and more practical in terms of the cultural, technological and political situation in the country. On the other hand, in Nigeria updating of university curricula is almost a permanent undertaking (Clark, 2001). Clark suggests that there is need for university departments to change curricula every two or three years such that it reflects the rapidly changing

technology, political and cultural situations. Education relied on a centralized curriculum that left little room for local variation and flexibility. The government, however, began to encourage different interpretations of the educational programme by producing different textbooks based on the same curriculum. Later a new curriculum framework that encouraged diversification was established, and this led to a shift of education from centralization to a joint effort between the central government, local authorities and institutions (OECD, 2016).

The national policy on education controls curriculum development in Nigeria and specifies the type and quality of instruction given in institutions of the country (Federal Republic of Nigeria, 2004). This control of curriculum development by the national government compares with education in Tanzania where the role of government in curriculum development is seen through the structure of formal education and training system (Nkyabonaki, 2013). According to Nkyabonaki, politics influence curriculum which in turn influences the culture of the community and learners. The country sought to conduct curriculum reforms in the 1960s and early 1970s since education was based on the colonial-adopted curriculum (Mulenga 2001; Kassam 2000; Saunders and Vulliamy 1983; Nyerere 1978). The reforms were aimed at providing education for more of the rural majority, make institutions of higher learning more self-reliant, contribute to a reduction in urban drift, and help to integrate schools with the community. According to Mosha, (2012), the curricula reforms passed through phases that reflected the dominant philosophy and education policies in the country that best addressed Tanzania's development agenda. The state realized the centrality of its curriculum by establishing a semi-autonomous institution specifically for the designing and developing school curricula (Kopweh, 2014). Kopweh further notes that the latest curriculum intervention in the country whose output was the 2005 Tanzania Curriculum aimed at addressing the cultural, political and technological issues of the 21st Century.

The Vision 2030 is Kenya's blue print for national development (Ministry of Education, 2007). It aims at reforming education in the country in order to equip citizens with the necessary knowledge, skills, attitudes, and values to achieve the nation's social, economic, and political aspirations. This compares favorably with countries like

Nigeria and Tanzania whose governments wish to develop curricula that address their countries' social, political and technological issues. The ministry of education in Kenya has continually sought to modify curriculum inherited from the British colonial education system after independence so as to achieve context relevance and more so the vision 2030 agenda (Ministry of Education, 2008). However, according to Njeng'ere (2017), the country experienced only one major curriculum reform since its independence in 1963 prompted by a change in the structure of the Kenyan education system in 1985. Njeng'ere further notes that the re-structuring commission advised the government to reform the country's education structure and curriculum which led to change of education structure from 7 years of primary education to 8; from 6 years of secondary education to 4; and from a minimum of 3 years of university education to 4, hence the 8-4-4 education system. Just like in Kenya, agitation of Nigerians regarding the inadequacy of the colonial curriculum to prepare learners for effective life in Nigerian society and for contribution to the development of the nation required was intensified after independence (Akudolu, 2012).

University education in Meru University of Science and Technology (MUST) is regulated by Commission for University Education (CUE) which was established by the Universities Act No. 42 of 2012 (CUE handbook, 2012). The commission sets curriculum standards and guidelines for developing a curriculum of an academic programme, approves the curriculum and assesses the academic resources supporting the programme. The CUE regulations are also reflected in the MUST Quality Management Standards (QMS) (MUST, 2016). Amimo, (2012) echoes that efforts towards a better future as visualized in the vision 2030 and the Millennium Goals can only be achieved in the Kenyan context, particularly in our universities where top academicians and researchers must look at the curriculum content in their subject areas within the context of critical factors such as political, technological and cultural factors that influence curriculum development in Kenyan universities. In view of this background to the study, this study was carried out to establish how the selected factors influence curriculum development in MUST.

1.2 Statement of the Problem

Curriculum development being an important component in university education, continuous research and experimentation is needed in order to make it dynamic, progressive and related to the education system. Curriculum development in many universities today presents both a strategic process challenge as well as a policy challenge. The policy-makers and other stakeholders need to have a thorough understanding of the influencing factors, expectations, and interests of various groups during the curriculum development process. However, many curriculum developers fail to consider the crucial factors that influence the curriculum development process. Curriculum development in MUST was perceived to ignore the influence of cultural, political and technological factors during development of curricula. This study thus sought to establish the influence of these selected factors on curriculum development in MUST.

1.3 Objectives of the Study

The research study was guided by the following objectives;

1. To establish the relationship between cultural values and curriculum development in MUST.
2. To establish the influence of political forces in curriculum development in MUST.
3. To determine the influence of technology in curriculum development in the study locale.

1.4 Research Questions

The following were the research questions based on the objectives of the study;

1. What is the relationship between cultural values and curriculum development in MUST?
2. What is the influence of political forces on curriculum development in the study area?
3. How does technology influence curriculum development in MUST?

1.5 Significance of the Study

The findings of the study may be useful to the following;

Academic Departments in the University

Findings of the study may be useful to the academic departments which develop new curricula and review existing ones.

Lecturers/Research Scholars

Lecturers are the major implementers of curriculum. For a good curriculum to be implemented lecturers should be consulted for input as they are the ones on the ground and know what affects curriculum. Majority of lecturers are research scholars and findings of this study would be a useful reference for further research.

Non-Governmental Organizations (NGOs)

Non-Governmental Organizations which have invested heavily in education locally and internationally can use findings of this study as a reference point in advising institutions of higher learning, curriculum experts and the government on matters concerning curriculum development.

Body of Literature

The study added to the already existing literature on curriculum development.

Policy development

Findings of this study could be useful to policy developers and may guide on policy development regarding curriculum development and review.

1.6 Limitations and Delimitations of the Study

- i) Factors that affect curriculum development were many. The study considered only three factors that influence curriculum development in MUST.
- ii) A curriculum involves a process that entails setting objectives, carrying out a needs assessment, developing, piloting, implementation, and evaluation of the curriculum. This study was limited to one part of the process which is curriculum development.

- iii) Several documents that guide the process of curriculum development could be analyzed. However, document analysis in this study was limited to Regular Senate Board Minutes.
- iv) The study was conducted in MUST. However, findings of the study were generalized to other universities locally and internationally.
- v) There were many staff in MUST who could respond to the questionnaires. In this study only chairpersons of academic departments and sampled lecturers were requested to respond to the questionnaires.

1.7 Organization of the Study

The study was organized in five chapters. Chapter one provided the research background and focused on background to the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, and organization of the study. Chapter two presented literature review which consisted of introduction, theoretical review, empirical review, knowledge gap, conceptual framework, and operationalization of dependent and independent variables. Chapter three presented research methodology of the study and entailed; introduction, study locale, research design, target population, sample size and sampling technique, research instruments, piloting of the study, instrument validity and reliability, logistical and ethical consideration of the study, data collection procedure and data analysis and presentation. Chapter four focused on data presentation, analysis and interpretation, while chapter five presented summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature reviewed in this study emanated from scholarly works of educationists concerning factors that influence curriculum development. The chapter presents theoretical review and empirical literature review. Theoretical review explains the theory on which the study was based and how it applied to the study. Empirical literature review covers; importance of curriculum development, cultural values influencing curriculum development, political factors influencing curriculum development, and technological factors influencing curriculum development. The chapter also covers knowledge gap, conceptual framework and operationalization of study variables.

2.1 Theoretical Review (Actor-network Theory)

This study was based on actor-network theory developed by French theorists, Callon (1986) and Latour (1988). The theory is an analytical model that examines actors in a network or process of social and technical nature. Callon (1987) uses the term ‘actor’ to represent agents of different properties, be it human or non-human. According to the actor-network theory curriculum development is not just a homogeneous network. It consists of non-human agents such as influencing forces, machines and money that are equally significant as human agents (Diana, 2001). Curriculum developers need to investigate which are the actual actors in the curriculum development network and also establish which and how the different actors influence the curriculum development process. According to Doll, (1993), major non-human agents influencing the curriculum development process include political, cultural, technological and economic factors while major human agents in the network include government officials, institution heads, examination boards, lecturers, parents and students.

The theory further expounds the modernist and postmodernist models and their influences to curriculum development process. In a modernist society power lies in the hands of the financially and politically rich, whose power is so massive and significant

that they can influence the government, education, technology and culture (Diana, 2001). According to Diana, (2001), these forces can directly influence financing of learning institutions, or indirectly influence the official curriculum and other administrative policies. This may mean that the government officials and rich merchants become the ultimate curriculum planners. Power structures are becoming less rigid than before and this characteristic is reflected in the political dimension where politically there is the breakdown of Soviet Union, economically there is the rise of China and the deteriorating economy of Japan, culturally there is globalisation and confrontation among different ethnic groups and religious groups and technologically there is the atomic mass production giving way to digital customised production (Diana, 2001).

Curriculum development in modernist societies is a manifestation of the power distribution which explains the reason why so many curricula are work-orientated instead of learner orientated (Diana, 2001). This raises the debate on whether educational institutions or political/commercial forces should play a leading role in the process of curriculum development. Postmodernity on the other hand is the convenient use of information technologies, which enable people to choose alternative life styles (Hargreaves 1995). Organisationally people are advocating for greater flexibility and responsiveness to ICT (Diana, 2001). Doll (1993) proposes a postmodern perspective on curriculum development by proposing a more interactive approach among various factors. The study of technology can be transformed into a sociological tool of analysis where for example engineers developing a new innovation need to plan and predict the roles of other elements such as the taste of customers and the strategy of competitive companies (Callon, 1987). This concept challenges the traditional view that there is a definite line of demarcation between what is technical and what is political. The implication is that when curriculum planners are designing the curriculum they should consider the roles and impact of all elements and stakeholders involved.

The actor-network theory offers an explanation of why modernist curriculum is so acceptable because it has a robust network in society. Modernist planners make the best use of actors such as modernist curriculum theories, favourable support from the

industrial sector and bureaucratic government and lecturers who are trained to adopt the modernist attitude. However, facts show that the world is breaking away from this modernist paradigm and embracing more of postmodernity paradigm. Power patterns are less rigid and less certain than before while new technologies are advancing, new industries are coming up, new cultures are emerging, new political powers are arising and all these have an effect on curriculum development process.

The actor-network theory in regard to this study did not just imply curriculum development as a summation of factors and components but as Diana, (2001) puts it, it explained an interaction among different forces and factors that exist in a seamless web. In relation to the actor-network theory the study sought to establish how the selected factors influence curriculum development in Meru University of Science and Technology.

2.2 Empirical Review

2.2.1 Introduction

This section presented an overview of literature review on factors that influence curriculum development. It covered four sub-sections that included; importance of curriculum development, relationship between cultural values and curriculum development, political factors influencing curriculum development and technological factors influencing curriculum development.

2.2.2 Importance of Curriculum Development

Curriculum development has a broad scope because it is not only about a university, the learners and the lecturers but also about the development of a society in general. Curriculum development plays a vital role in improving the economy of a country by providing answers or solutions to the world's pressing conditions and problems such as environment, politics, socio-economics, and other issues on poverty, climate change and sustainable development (Mary, 2015). Mary continues to observe that university curricula that are innovative and attractive in the local or global markets attract many students to enroll resulting to big incomes which could be used for lecturers' promotion, scholarship and remuneration, funding research and development endeavors, as well as

putting up university facilities such as libraries, research centers and laboratories. Mary, (2015) simply concludes that curriculum development directly and indirectly improves a country's economy and the peoples' way of life.

2.2.3 Relationship between Cultural Values and Curriculum Development

Several factors affect curriculum development in meeting the needs of 21st century learners in academic institutions. Societal changes or developments happening around the world affect the school curriculum (Mary, 2015). According to Mary, (2015), there is need to constantly update the curriculum in order to address the society's needs. The society has its own expectations about the aims and objectives that should be considered when designing a curriculum (Chouhan, 2015). Chouhan further notes that the society has a perception of how the product of the school system should look like and as such curriculum designers need to take into account societal considerations to protect roles of the school and laws of the land. The development of a curriculum should consider social factors such as religion, culture and view of various groupings in society (Nkyabonaki, 2013). According to Nkyabonaki, (2013) consideration of social factors such as religion and culture are important in the development of a curriculum since these social factors influence the selection and interpretation of resources and hiring of personnel in a learning institution. An observation made by Fullan, (2001) reveals that many innovations including development of new curriculum are done without carefully examining whether or not they address the societal or cultural needs of the society. Fullan, (2001) continues to state that valid curriculum development requires contributions of the target community socially, financially and psychologically.

A study in Taiwan by Hua-Li, Frode, Yo-Ping & Yueh-Min, (2010) revealed that a relevant curriculum is culture neutral. The study was carried out on Taiwanese and Norwegian students' preferences for university, study programme, course qualities and future career qualities. A questionnaire was used to collect data for the study. Findings of the study showed that cultural differences were observed in relation to choice of university, course qualities and future careers with most preferring personal advice when choosing a university. This study was carried out in Taiwan. However, the current study was carried out in Kenya. The study revealed that a relevant curriculum

should be culture neutral, whereas, the current study revealed that curriculum in MUST was influenced by cultural values.

A study in Canada and Finland done by Paradis, Lutovac, Jokikokko & Kaasila, (2017) revealed that autonomy was a site of cultural struggle for teachers, but challenged in relation to global policies. A qualitative study based on narrative data collection was carried out by examining the views of Canadian and Finnish mathematics upper-secondary school teachers in relation to their perceptions of autonomy. Similarities and differences in teachers' perceptions of autonomy within each cultural group were pointed out. Participants in the study were upper-secondary school mathematics teachers from Finland and Canada. Data was analyzed using a categorical-content approach. Findings of the study were that contrasting outlooks on autonomy were found among the Finnish and Canadian teachers. The findings informed the researchers of the role culture plays among teachers and deepened the understanding of autonomy for teachers, as well as its implications, in different contexts. This study was carried out in Canada. However, the current study was carried out in Kenya. Participants in this study were upper secondary school teachers, while in the current study participants were university lecturers and chairpersons of departments.

A case study in Ghana by Geverdink, Pieters, and Voogt, (2013) was carried out to identify the sensitivity of curriculum development to culture and revealed that curriculum development activities were not strongly impacted by cultural dimensions. Participants of the study were polytechnic Heads of Department in Ghana. A conceptual framework for culturally sensitive curriculum development was applied to facilitate the identification of culture in the curriculum development process. Data was collected through interviews and document analysis by curriculum specialists and project members from Ghana. The study recommended more cultural understanding in curriculum development as well as more collaboration with informed experts. This study was carried out in polytechnics in Ghana while the current study was carried out in MUST, Kenya. The study revealed that curriculum development activities were strongly impacted by culture whereas, in the current study some respondents indicated that cultural values don not strongly impact curriculum development.

A study carried out by Makaram, (2015) in Somalia revealed that the cultural patterns and value system of the society greatly influence the shaping of a curriculum. The study also revealed that curriculum policy objectives were based on cultural requirements of the society. The study employed a descriptive survey and targeted 2,472 respondents comprising of curriculum experts and teachers from Banadir region. A sample size of 25 curriculum experts and 80 teachers was selected through stratified random sampling technique. The study employed three research instruments; questionnaire, participant observation schedule and document analysis guide. The study concluded that the social setting in which education takes places is different (Akhtar, 2004), quoted by Daudi (2015), though there may be no differences in the nature of learning, psychological and mental development of learners from one nation or society to the other. This study was carried out in Somalia and respondents comprised of curriculum experts and teachers in Banadir region while the current study was carried out in Kenya and involved lecturers and chairpersons of departments in MUST.

In an uncategorized literature on ‘What influences Curriculum Design’ (2012) it was noted that society affects us and we also affect the society in many ways. The literature states that tradition, religious beliefs, and laws, make people view education in different ways. The literature recommended that curriculum experts should find ways to protect cherished beliefs and cultural values as they continue to improve the curriculum. This study recommended that curriculum experts should preserve cultural values in curriculum development, while the current study recommended that multicultural values should be embraced in curriculum development.

A study carried out in Kenya by Chebii, (2014) revealed that one of the reasons why life skills curriculum was introduced was that life skills inculcate moral values among children at an early age and enable them to make appropriate choices on social issues. Questionnaires were administered to 47 pre-primary school teachers, while two officers in charge of life skills curriculum at Kenya Institute of Education were interviewed. Findings of the study were that 83% of the teachers were not involved in the curriculum development process and only 38.3% were aware of the curriculum through their ongoing self-upgrading courses. The study recommended that teaching of pre- primary

school life skills should be enhanced through providing seminars, workshops and teaching/learning resources to the classroom teachers to enrich their knowledge and teaching approaches. This in turn would enrich the curriculum in providing knowledge on social issues. This study was carried out in Kericho County while the current study was carried out in Meru County, Kenya. Respondents in this study comprised of pre-primary teachers, while respondents in the current study comprised of lecturers in MUST.

2.2.4 Political Factors Influencing Curriculum Development

The major issues in curriculum politics include discussions on the type of curriculum, competition among higher education institutions and the expectations of government, employers, and students regarding the need for work-ready graduates to meet national and industry needs (Stephen, 2015). Stephen further states that politics remain an essential part of education and curriculum decision making and warns that political interventions from non-education sources may threaten the quality of educational programmes offered in universities.

According to Chouhan, (2015), politics affect curriculum development in many ways such as in funding, defining goals, interpreting curricular materials and approving examination systems. Chouhan, (2015) further notes that private and public institutions are affected by politics based on how the curriculum design is funded. The funding is one of the ways a government expresses its degree of affiliation in improving education (Uncategorized Literature, 2012). The political factor dictates the type of an education system a particular country can have and the factor is important in determining administration of education and the development of curricula (Mackatian, Imbova M., Imbova N., & Gakungai, 2016). Imbova et al, (2016), further noted that the influence of political factor is critical for educational policy formulation, adoption and implementation.

A study in Vietnam by Tran Le Huu & Nguyen, (2018) revealed that external stakeholders participated in providing relevant skills for curriculum modification and participated in instructional and training activities in higher education. Data was collected in six Vietnamese universities of different institutional contexts through

interviewing sixty-nine university leaders, academics and staff members of the Youth Union and its associates. The data was analysed using a content analysis approach. University leadership driven by contextual factors such as several reforms concurrently taking place, curriculum autonomy, and regulations about staff appointment was found to influence external stakeholders' participation in curriculum modification. This study was carried out in Vietnam, while the current study was carried out in Kenya. Data collected for the study was analysed using content approach, while that of the current study was analysed using the Statistical Package of Social Sciences (SPSS) programme.

A study paper by Kang'ethe & Shylet, (2016) in South Africa revealed that education suffered from the apartheid residuals and had an impact on the erosion of cultures. This paper used a review of literature methodology. It recommended policy implementation in university education in order to make university education both locally and globally compliant while meeting the political and developmental needs of South African people. This study paper recommended policy implementation in university education to enable university education meet the political needs in South Africa, while the current study recommended less political influence on curriculum development in universities.

A study in Nigeria to determine the role of political power in the university curriculum and education by Adelabu & Ankisolu, (2009) revealed that students are politically influenced in the university system by curriculum, student unions and the lecturers. The study showed that these factors were major agents of political socialization of students within the university. The study used survey research design and a questionnaire was used as the tool for data collection. Obafemi Awolowo University was selected for the study where one thousand students were sampled. Data was analysed using descriptive and inferential statistics. This study confirmed that the school curriculum is important in shaping the students' understanding of the political world. This study was carried out in Obafemi Awolowo University in Nigeria while the current study was carried out in MUST, Kenya. The study used the survey research as its research design, whereas the current study used correlational research design.

A study by Rwanda Education Board (2015) revealed that old curriculum lacked content relevant to expectations of the labour market while the new curriculum was informed and responded to national development policies by shaping the minds of young Rwandans to work towards building a country envisioned in the national policies. The study involved comparison of educational curriculum and best practices in East African states, United States of America, United Kingdom, South Korea and Singapore. The study recommended replicating these best practices and curriculum in the country for the purpose of producing effective results in the quality of education offered to Rwandans. This study was carried out in Rwanda, while the current study was carried out in Kenya. The study involved comparison of educational curriculum and best practices in other countries while the current study involved examining the influence of political, cultural, and technological factors on curriculum development in MUST.

An analysis of the paper; 'Development of Education in Kenya: Influence of Political Factor, beyond 2015 MDGs' by Mackatian, et. al, (2016) revealed that education including curriculum development in Kenya like any other country of the world is controlled by politics. The paper analyzed education commissions constituted politically as well as reviewing educational development and the influence of political factor on education in the country. The study adopted a historical review design in collection of data. The study provided useful data on what the Kenyan government was doing to promote development of education. The study recommended the need to separate educational policies from national policies, clear stipulation of educational policies and their role in national development and a sound implementation of educational reforms. This study adopted the historical review design in data collection while the current study used questionnaires and document analysis in data collection. The study recommended the need to separate educational policies from national politics, while the current study recommended less political influence on curriculum development.

2.2.5 Technological Factors influencing Curriculum Development

Over the last few decades, cellular devices, iPads, iPods, computers, and the internet have completely changed the way people interact in society and the way educators work in schools (Brian, 2013). However, Brian, (2013) notes that the constantly changing nature of technology makes it difficult for schools and teachers to stay current with new developments. According to Chouhan, (2015) a technology driven curriculum is the norm of the 21st century since the emergence of computer technology and internet technology which have revolutionised the whole education system. Chouhan, (2015) also indicates that universities are now adopting projects like African Virtual University (AVU) and e-learning. This prompts educational administrators and policy makers to ensure the right infrastructure is put in place in order to incorporate information communication technology in curricula development. Chouhan, (2015) further states that technological multimedia influences educational goals and learning experiences among students. However, evaluating the nature and extent of the influence of Information and Communications Technology (ICT) on the quality of learning is not easy owing to the number and complexity of interacting variables involved in settings for curriculum development and learning Steve Kennwell, (2006). According to Hobbs, (2007) Educational policy regarding ICT hardware and software in schools was not primarily for teaching how to use technologies, but rather to improve educational outcomes across the curriculum.

A study in America on Impact of Technology-Enhanced Curriculum on Learning Advanced Algebra in US High School Classrooms by Stephen, Hegedus, Dalton, and Tapper, (2015) revealed that there was an improvement in student engagement and teacher-student interaction when using technology in the classroom. A technology curriculum known as Sim-Calc was implemented in all classes at random times within the year for varied lengths of time in place of direct instruction. Findings of the study were that students learnt algebraic concepts with deeper understanding as compared to traditional direct instruction. The study recommended use of the Sim-Calc technology in teaching algebra and the skills associated with problem solving techniques since it could help students not just in algebra for that year, but also for skills needed in post-

high school. The study was carried out in US high school classrooms in America while the current study was carried out in MUST, Kenya.

A study in the UK by Chowdry, Crawford and Goodman, (2009) revealed that home access to a computer or the internet was positively associated with progress in educational attainment. The study involved a longitudinal study of young people in England and assessed the educational attainment of 15,000 teenagers at Key Stage 3 aged 14 years and Key Stage 4 aged 16 years. The findings suggested that lack of access to a computer or internet among students may have contributed to poor progress from KS3 to KS4. The study recommended more exposure to computer and internet among the students to increase educational attainment. This study was carried out in the UK and involved young people in England while the current study was carried out in Kenya and involved university lecturers and chairpersons of departments.

An American research study by Kane, (2016) revealed that teachers drew their teaching resources from a blend of online resources. About eighty percent of elementary and secondary school English teachers and seventy-two percent of Mathematics teachers from a representative sample in five states used online resources. Use of formal curricula produced by publishing companies was moderate in elementary school and rare in secondary school. Findings of the study indicated a rapid growth of online, personalized learning platforms that were likely to change classroom instruction. This study was carried out in America and involved elementary and secondary school teachers sampled from five states, while the current study was carried out in Kenya and involved lecturers and chairpersons of academic departments in MUST.

A study in Wales by Williams and Dennis, (2006) revealed that majority of secondary school teaching staff accepted the national directives to teach information technology across the curriculum and acknowledged the value of information technology in the curriculum. The study was aimed to survey attitude of staff towards information technology. A questionnaire was completed by 50 of the 52 staff teaching in a purposely sampled secondary school. Results of the study indicated that majority of staff recognised and acknowledged the importance of incorporating information technology in the curriculum. However, a minority group opposed application of information

technology in their subjects. This study was carried out in Wales while the current study was carried out in Kenya. The study involved staff teaching in a purposely sampled school, whereas the current study involved chairpersons of departments and lecturers of a university.

In Hong Kong a study by Alan and Ping, (2012) to examine hindering and facilitating factors in schools revealed that one major challenge was the teachers' inadequate understanding of the reform and failure to embrace technology in curriculum development. Data was collected in 150 primary schools and 120 secondary schools through questionnaires and interviews schedules. The findings of the study were that there was resistance among many teachers to incorporate information technology in curriculum development. The study recommended policy changes that suggested incorporation of information technology in the curriculum. This study was carried out in Hong Kong in 150 primary schools and 120 secondary schools while the current study was carried out in one university in Kenya.

A study carried out by Kenya Education Sector Support Program (KESSP), (2005) revealed that a high proportion of teachers and administrators lacked training in essential ICT skills. The study was carried out through monitoring and evaluation of strategy implementation in selected schools and was guided by government policies on education and ICT. Findings of the study showed that use of ICT in many school activities was minimal and was yet to be tapped fully by the schools covered in the study. The study recommended that the Government through the Ministry of Education should be involved in developing policies to guide the application of ICT in school management, curriculum development, application and use of software programmes. However, the study also recommended that technology should not drive education but rather, educational goals and needs should drive technology use to expand access and raise the quality of education. This study involved school teachers and administrators while the current study involved university lecturers and chairpersons of departments. Both studies were carried out in Kenya.

In MUST, an analysis of Regular Senate Board minutes by the researcher revealed that incorporation of technology factor in curriculum development was emphasized. The

study involved document analysis of eleven sets of Regular Senate Board minutes in data collection. The analysis considered secondary data while the entire study considered both secondary and raw data.

2.3 Summary of Literature Review

The reviewed literature indicated that culture plays a vital role in curriculum development. As revealed by a study carried out by Makaram, (2015) cultural patterns and value system of a society influence the shaping of a curriculum. The study also indicated that curriculum policy objectives should be based on cultural requirements of the society. However, the study by Hua-Li, Frode, Yo-Ping & Yueh-Min, (2010) revealed that a relevant curriculum is culture neutral. Literature reviewed on influence of political factors on curriculum development revealed that the political factor has some influence on curriculum development. This is as indicated by a study by Mackatian et. al, (2016), that education including curriculum development in Kenya like any other country is controlled by politics. However, findings of this study recommended that political influence on curriculum development should be minimised as much as possible. Literature reviewed on influence of technological factors on curriculum development supported consideration and incorporation of technology in curriculum development. A study by Williams and Dennis, (2006) revealed that majority of staff in Wales acknowledged the value of information technology within the curriculum. Another study by Kenya Education Sector Support Program (KESSP), (2005) recommended that the Government through the Ministry of Education should be involved in developing policies to guide the application of ICT in school management and curriculum development. These two studies agreed very well with the findings of this study that to a large extent technological factors influence the curriculum development process.

2.4 Knowledge Gap

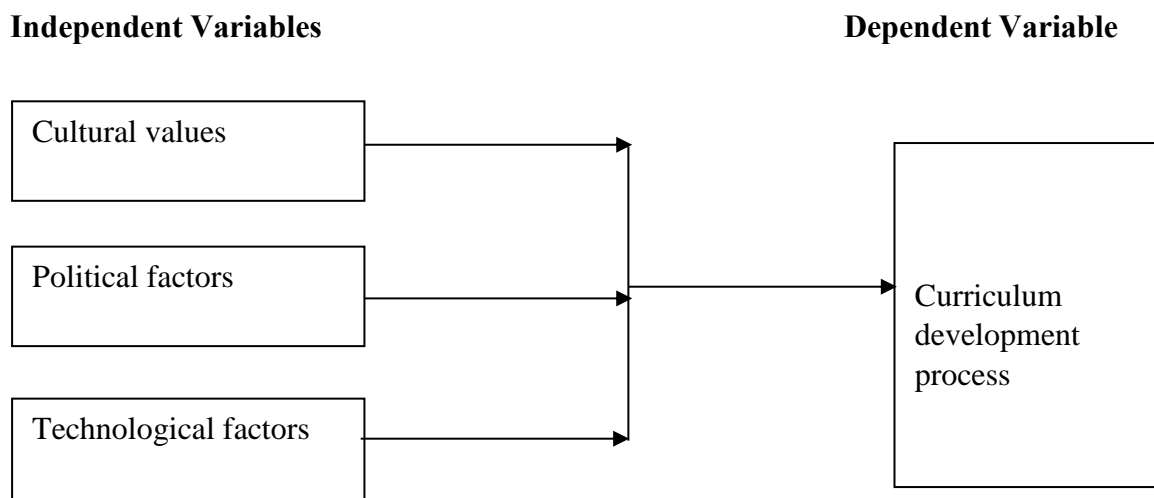
Many of the studies in the reviewed literature were carried out in countries outside Kenya. The studies carried out in Kenya were not specifically carried out in MUST. Respondents to some of the studies were primary school teachers, secondary school teachers, while others were curriculum experts or school administrators. None of the

studies involved university lecturers or chairpersons of academic departments. None of the studies focused on political, technological or cultural values influencing curriculum development in MUST. This study was aimed at examining the influence of specified factors on curriculum development in MUST.

2.5 Conceptual Framework

The conceptual framework on figure 2.1 below shows a diagrammatic representation of the relationship between independent and dependent variables of the study. The conceptual framework was derived from objectives of the study. As shown on figure 2.1 there are three independent variables which have an influence on the dependent variable.

Figure 2.1: Conceptual framework on variables in the study



2.6 Operationalization of independent and dependent variables

Table 2.1 below gives a summary of operationalization of the independent and dependent variables.

Table 2.1: Operationalization of Dependent and Independent Variables

Objective	Independent Variables	Indicator	Dependent Variable	Indicator
To analyse the relationship between cultural values and curriculum development	Cultural factors	Traditional values upheld by the community in which MUST exists	Curriculum development process	The actual preparation of a curriculum to be implemented in the university
To establish the influence of political factors on curriculum development	Political factors	National government and MUST governing policies, regulations, guidelines and recommendations		
To determine the influence of technological factors on curriculum development	Technological factors	Factoring ICT in curriculum course units and in implementation of curriculum		

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter dealt with study locale, research design, target population, sample size and sampling technique, research instruments, pilot study, instrument validity and reliability, logistical and ethical requirements of the study, data collection procedure and data analysis and presentation.

3.1 Study Locale

The study was conducted in Meru University of Science and Technology (MUST). The university is located in Nchiru, Tigania East County, Meru County, along the Meru-Maua highway, thus easily accessible. The university is approximately 16 kilometers from Meru Town and 34 Kilometers from Maua Town. The area in which the university is situated is saturated by the rich culture of the Wameru Njuri Ncheke Council of Elders (Meru traditional government). By virtue of being at the border of Tigania and Imenti regions, the university attracts political attention both locally and nationally.

Meru University of Science and Technology is relatively a young university and as established from the literature reviewed no studies related to curriculum development had been carried out in the institution. This provided a rich ground for carrying out this study. The university has approximately 560 acres of land and most of its offices are concentrated within easy reach from one another. This made it easy to collect data from the respondents who were within easy access. Based on the above factors the study locale was ideal for the study.

3.2 Research Design

This study adopted the co-relational research design. The study design was used to examine the extent to which the independent and dependent variables in the study related to one another.

3.3 Target Population

A population is the entire group or elements that have at least one thing in common (Kombo, 2006). The target population is the larger group to which the researcher hopes to generate the findings (Bryman, 2004). Target population in this study included all the chairpersons of departments and full time lecturers in the University. The two categories of staff are involved in curriculum development in the university and were perceived to possess useful information for this study.

3.4 Sample Size and Sampling Technique

According to Kothari, (2004) sampling is the selection of some parts of an aggregate or totality of what the population is made of. It is concerned with the selection of the subset of individual from within a population to estimate characteristics of the whole population. According to Creswell, (2008) advantages of sampling include: low cost in execution and since the data set is smaller than the population it is possible to ensure homogeneity and to improve the accuracy and quality of the data. Sample size is the number of items to be selected from the population to constitute a sample. The target group must be of an optimum size that should be neither too large nor too small (Kothari, 2004).

MUST has eighteen academic departments headed by chairpersons. All the eighteen chairpersons of departments were selected through purposeful sampling. Full time lecturers (108 in number excluding chairpersons of departments) were grouped into eight strata based on school/faculty. Stratifying the lecturers into schools eliminated the possibility of sampling lecturers from only one or a few schools. Within each stratum, simple random sampling technique was used to come up with the sample population for the lecturers. The ordinal number sampling technique was used to select the sample. The lecturers in each cluster were randomly assigned ordinal numbers and arranged in an ascending order. Every odd number in each cluster was selected to come up with the sample lecturers for the study. This translated to 51% sample size. According to Gay (2003), 10% of the accessible population is adequate to serve as a study sample. The

samples were representative enough for the study. Table 3.1 below shows the summary of the total population and the sample sizes.

Table 3.1: Category of Respondents and their Numbers

Category of Respondents	School/Faculty	Target Population	Sample Size	Percentage of the Sample
Chair persons of departments	All the departments	18	-	100%
Full Time Lecturers	School of Agriculture and Food Sciences	18	9	50%
	School of Business and Economics	24	12	50%
	School of Computing & Information Technology	12	6	50%
	School of Engineering & Architecture	11	6	55%
	School of Education	6	3	50%
	School of Health Sciences	14	7	50%
	School of Nursing	4	2	50%
	School of Pure & Applied Sciences	27	14	52%

Source: Human Resource Office, MUST 2018

3.5 Research Instruments

A research instrument is a device or tool used for gathering and collecting data with a view of answering stated research questions (Oso & Onen, 2009). Instruments chosen for the study were questionnaires and document analysis. They were verified by the researcher's supervisor as suitable and appropriate for the study. The questionnaires were used to collect data from the chairpersons of departments and lecturers. Document

analysis was carried out to get secondary data from the minutes of Senate Board meetings.

Questionnaires were administered to all the chairpersons of departments and to the sampled lecturers. The questionnaire for each group of respondents was divided into four sections. Section A captured bio-data of the respondents. Section B contained items on cultural factors, section C contained items on political factors, and section D contained items on technological factors. The rationale behind choosing questionnaire to collect data for the study was that the targeted population was considered literate and thus could read, understand and respond to the questions with ease. This also contributed to capturing of reliable information. Administering the questionnaire was easy and cost effective since the respondents were concentrated in an area within easy reach. Likert scale was used to address questions, which tested the degree of respondents' agreement with particular variables of the study. Minutes of Regular Senate Board meetings were readily available and this made analysis of the documents easy.

3.6 Piloting the Study

The questionnaire was tested by administering it to two non-teaching staff in the Teaching Programmes Department through test and re-test method to establish any weakness that could be contained in the instrument. Results of the pilot study confirmed that the instrument was okay for data collection.

3.7 Instrument Validity and Reliability

According to Best and Kahn, (2003) instrument validity is the quality of data gathering procedure that enables an instrument to measure what it is supposed to measure. On the other hand, reliability of an instrument is a measure of the degree to which a research instrument yields consistent results of data after repeated trials (Mugenda and Mugenda, 2003). In this study the results of the pilot study together with the supervisor's approval confirmed the validity and reliability of the questionnaires. Data obtained from the respondents also confirmed the validity and reliability of the

questionnaires. The supervisor approved document analysis for obtaining secondary data for the study.

3.8 Logistical and Ethical Requirements of the Study

Permission to conduct the research was granted by KCA University. Since the study was being carried out in one university permit from the National Council of Science and Technology (NACOST) to carry out the research study was not sought. However, the Vice Chancellor of MUST was consulted to grant permission to conduct research and collect data in the institution. Respondents were contacted and informed of the intended study. They were requested to participate in the study and assured of confidentiality before, during and after the research. To guarantee confidentiality, anonymity, non-identifiability and non-traceability of the participants, codes were used instead of names.

3.9 Data Collection Procedure

The study used both primary and secondary data. Questionnaires were administered to the respondents to generate the primary data. Respondents were allowed one week to fill in the questionnaires, after which they were collected for analysis. Secondary data was generated by analyzing eleven sets of Regular Senate Board minutes.

3.10 Data Analysis and Presentation

Data collected was edited to eliminate errors made by respondents. The data was then cleaned, organised, coded and recorded. Items from each questionnaire were arranged and grouped according to research objectives. Statistical Package for Social Sciences (SPSS) was used to analyse the data which was organised to address the research questions. Frequency tables and percentages were used to describe and present the data. The secondary data obtained from Regular Senate Board minutes was analyzed and presented using a pie chart.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

The principal objective of this study was to investigate the factors influencing curriculum development in Meru University of Science and Technology, Meru County, Kenya. In this chapter analysis, presentation and interpretation of findings of the research project were done. The analysis was based on demographic elements depicted in the questionnaires, document analysis and the objectives of the study. The data was analysed using Statistical Package for Social Sciences and presented in percentage and frequency distribution tables, and a pie chart.

4.1 Demographic Elements Depicted in the Response of the Questionnaires.

The descriptive statistics for the demographic factors considered in the study were summarized as below;

4.1.1 Gender Distribution for Departmental Chairpersons

The table below shows the gender distribution for chairpersons of departments. All the eighteen chairpersons of departments, as targeted responded to the questionnaire. Males were twelve in number, which translated to 66.7% while females were six, translating to 33.3%. All chairpersons of department were able to return the filled up questionnaires. These statistics indicated that there were more males who served as chairpersons of departments than there were females. Based on these statistics the females represented one third of the total chairpersons' population while males represented two thirds of the population.

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	12	66.7	66.7	66.7
	Female	6	33.3	33.3	33.3
	Total	18	100.0	100.0	100.0

4.1.2 Level of Education for Departmental Chairpersons

The table below shows the distribution of statistics based on level of education for chairpersons of departments. Chairpersons with master's degree were eleven in number (61.1%). Those with PhD were seven (38.9%). This summary indicated that majority of the chairpersons had a master's degree while the minority group had PhD degrees.

	Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters	11	61.1	61.1	61.1
	PhD	7	38.9	38.9	38.9
	Total	18	100.0	100.0	100.00

4.1.3 Gender Distribution for Lecturers

The table below shows gender distribution for the lecturers. Out of the fifty-nine lecturers targeted for the study fifty-one responded to the questionnaires. Among the 51 lecturers thirty-one (60.8%) respondents were males while twenty (39.2%) were females. From this summary majority of the lecturers (about two thirds) were males.

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	31	60.8	60.8	60.8
	Female	20	39.2	39.2	39.2
	Total	51	100.0	100.0	100.00

4.1.4 Education level for Lecturers

Table 4.4 depicts education level for lecturers. The summary indicates that majority of lecturers had acquired a master's degree (64.7%) while only 35.3% had acquired a PhD.

	Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters	33	64.7	64.7	64.7
	PhD	18	35.3	35.3	35.3
	Total	51	100.0	100.0	100.0

4.2 Relationship between Cultural Values and Curriculum Development

The responses in this area addressed the research objective: To establish the relationship between cultural values and curriculum development. Responses from the questionnaires were summarized in the tables below;

4.2.1 Consideration of Cultural Values in Curriculum Development

The table below shows distribution of respondents who supported and those who did not support consideration of cultural values in curriculum development. Forty-five respondents (65.2%) felt that cultural values should be considered when developing university curriculum. However, twenty-four (34.8%) were of the opinion that cultural values should not be taken into account when developing curriculum. This summary indicates that majority of the respondents had the opinion that cultural values influence curriculum development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	65.2	65.2	65.2
	No	24	34.8	34.8	34.8
	Total	69	100.0	100.0	100.0

4.2.2 Extent to which the Curriculum Promotes Cultural Values in the Society

The table below shows that 72.5% of the respondents were of the opinion that a curriculum promotes cultural values in the society surrounding the university to a large extent while 27.5% felt that it does to a small extent. This shows that majority of the respondents felt that cultural values influence curriculum development to a large extent while only 27.5% respondents were of the opinion that culture influences curriculum development to a small extent.

Table 4.6: Extent to which the curriculum promotes cultural values in the society					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To a large extent	50	72.5	72.5	72.5
	To a small extent	19	27.5	27.5	27.5
	Total	69	100.0	100.0	100.0

4.2.3 Effect of Societal Cultural Setting on Curriculum Content.

The table below shows that seven (10.1%) respondents strongly agreed that a society's cultural setting had an effect on curriculum content, eighteen (26.1%) respondents just agreed, thirty-five (50.7%) respondents were not sure and nine (13.1%) respondents disagreed. This analysis shows that about 26.1% of the respondents felt that there was an effect of the society's cultural setting on curriculum content. This shows that culture of a society may influence curriculum content and consequently the curriculum development.

Table 4.7: Effect of societal cultural setting on curriculum content					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	10.1	10.1	10.1
	Agree	18	26.1	26.1	26.1
	Not sure	35	50.7	50.7	50.7
	Disagree	9	13.1	13.1	13.1
	Total	69	100.0	100.0	100.0

4.3 Influence of Political Factors on Curriculum Development

The descriptive statistics summarized in this area addressed the research objective: To establish the influence of political forces on curriculum development in MUST.

4.3.1 Effect of Government Funding to Curriculum Development

The table below shows that forty-five (65.2%) respondents indicated that funding by the government was among the ways in which politicians influence curriculum development while twenty-four (34.8%) respondents felt that funding by government does not affect curriculum development in any way. This shows that majority of the respondents felt that curriculum development was influenced by government funding.

Table 4.8: Effect of government funding to curriculum development					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	65.2	65.2	65.2
	No	24	34.8	34.8	34.8
	Total	69	100.0	100.0	100.0

4.3.2 Opinion on whether political influence should be avoided in curriculum development

The table below shows responses to the opinion on whether political influence should be shunned in curriculum development. Five (7.2%) respondents strongly agreed to the opinion, twenty-nine (42.0%) just agreed, six (8.8%) were not sure, twenty-six (37.7%) disagreed while three (4.3%) strongly disagreed. Majority of the respondents felt that political influence should be shunned in curriculum development.

Table 4.9: Opinion on whether political influence should be avoided in curriculum development					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	7.2	7.2	7.2
	Agree	29	42.0	42.0	42.0
	Not sure	6	8.8	8.8	8.8
	Disagree	26	37.7	37.7	37.7
	Strongly disagree	3	4.3	4.3	4.3
	Total		69	100.0	100.0

4.3.3 Establishment of a Central Department for Developing Curricula

The table below shows the opinion of respondents on whether government through commission for university education should establish a central department for developing curricula. Thirty-nine (56.5%) respondents strongly agreed, fourteen (20.3%) just agreed, nine (13.0%) were not sure, and seven (10.1) of them disagreed. From the analysis it was clear that more respondents supported the establishment of a central department for developing curricula.

Table 4.10: Establishment of a central department for developing curricula					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	39	56.5	56.5	56.5
	Agree	14	20.4	20.4	20.4
	Not sure	9	13.0	13.0	13.0
	Disagree	7	10.1	10.1	10.1
	Total	69	100.0	100.0	100.0

4.4 Influence of Technology on Curriculum Development

The descriptive statistics summarized below addressed the objective on; Influence of technology on curriculum development in MUST.

4.4.1 Extent to which Programmes in MUST Embrace Technology

The table below shows the opinion of respondents on the extent to which programmes in MUST embrace technology. Thirty-six (52.3%) respondents felt that programmes in MUST embrace technology to a very large extent, seven (10.1%) respondents to a large extent, nineteen (27.5%) to a moderate extent and seven (10.1%) to a small extent. From this analysis majority of respondents were of the opinion that programmes in MUST embraced technology significantly.

Table 4.11: Extent to which Programmes in MUST Embrace Technology					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To a very large extent	36	52.3	52.3	52.3
	To a large extent	7	10.1	10.1	10.1
	To a moderate extent	19	27.5	27.5	27.5
	To a small extent	7	10.1	10.1	10.1
	Total	69	100.0	100.0	100.0

4.4.2 Regular Sensitization on Modern Technology

The table below shows the opinion of respondents on holding of workshops to sensitize lecturers on modern day technology. Forty (58.0%) respondents supported the idea

while twenty-nine (42.0%) were of the contrary opinion. This analysis shows that more respondents supported holding of regular workshops to sensitize lecturers on modern day technology as one of the ways to ensure compliance with modern day technology in the curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	58.0	58.0	58.0
	No	29	42.0	42.0	42.0
	Total	69	100.0	100.0	100.0

4.4.3 Challenges Encountered in Incorporating Modern Day Technology in Curriculum Development Process.

The table below shows the opinion of respondents on the challenges encountered during curriculum development in trying to reconcile modern day technology with curriculum development. Fifty-six (81.2%) respondents cited lack funds while thirteen (18.8%) cited inadequate time. The analysis shows that lack of funds was a major challenge in reconciling modern day technology with curriculum development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of funding or insufficient funding	56	81.2	81.2	81.2
	Inadequate time	13	18.8	18.8	18.8
	Total	69	100.0	100.0	100.0

4.4.4 Information Technology and Exposure of Students to Vast Knowledge across the Globe

The table below shows the opinion of respondents on whether incorporating information technology in the curriculum helps to expose students to vast knowledge across the globe. Forty-two (60.9%) strongly agreed, twenty-one (30.4%) respondents just agreed six of them (8.7%) disagreed. This analysis shows that the minority of

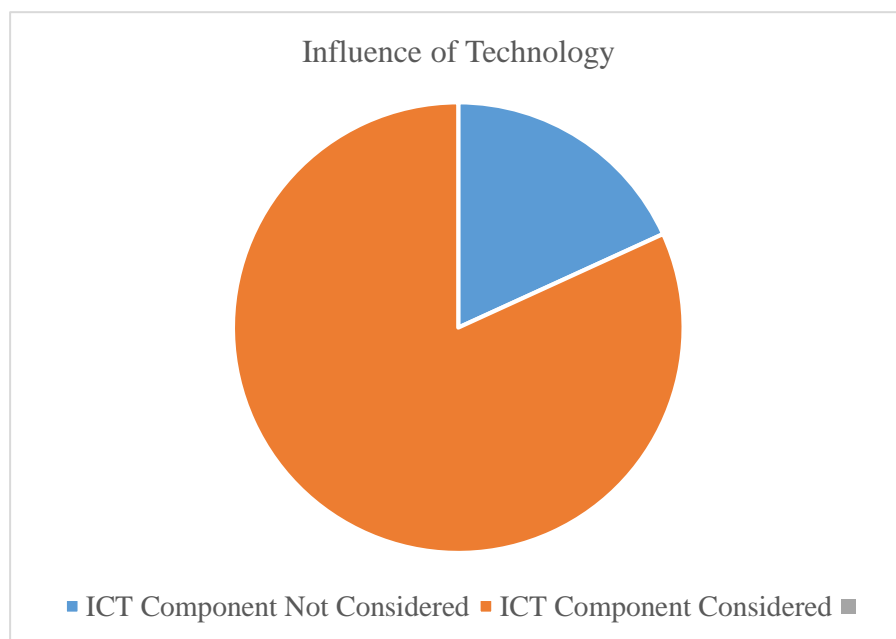
respondents felt that information technology was a way of helping to expose students to vast knowledge across the globe.

Table 4.14: Information technology and exposure of students to vast knowledge across the globe					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	42	60.9	60.9	60.9
	Agree	21	30.4	30.4	30.4
	Disagree	6	8.7	8.7	8.7
	Total	69	100.0	100.0	100.0

4.5 Document Analysis

Figure 4.1 below shows the analysis of the Senate Board Meeting minutes. Out of the eleven sets of minutes only two sets (18.18%) did not support consideration of technology in curriculum development, while nine sets of the minutes (81.82%) supported consideration of the factor in curriculum development. This indicated that majority of senate members were well versed with technology thus supported consideration of the same in curriculum development.

Figure 4.1: Influence of ICT in Curriculum Development



4.6 Data Interpretation

Inferential analysis was used to establish the relationship between the independent variables (culture, politics and technology) and the dependent variable of the study. This involved a Pearson correlation coefficient and coefficient of determination. Pearson correlation coefficient was used to check for any relationship between independent variables and the dependent variable. The coefficient of determination was used to explain the extent to which changes in dependent variable could be explained by the change in the independent variables. This is as shown in the summaries below;

The table below shows correlation between technology and curriculum development. The analysis shows that there was a strong positive relationship (0.839) between technology and curriculum development.

		Effects of Technology on Curriculum Development	Curriculum Implementation
Effects of Technology on Curriculum Development	Pearson Correlation	1	-.025
	Sig. (2-tailed)		.839
	N	69	69
Curriculum Implementation	Pearson Correlation	-.025	1
	Sig. (2-tailed)	.839	
	N	69	69

The table below shows the correlation between politics and curriculum development. According to the analysis there was a weak positive relationship (0.278) between politics and curriculum development.

		Curriculum Implementation	Effects of Politics on Curriculum Development
Curriculum Implementation	Pearson Correlation	1	.150
	Sig. (2-tailed)		.278
	N	69	69
	Pearson Correlation	.150	1

Effects of Politics on Curriculum Development	Sig. (2-tailed)	.278	
	N	69	69

The table below shows the correlation between culture and curriculum development. The analysis shows that there was a weak positive relationship (0.259) between culture and curriculum development.

		Effects of Culture on Curriculum Development	Curriculum Implementation
Effects of Culture on Curriculum Development	Pearson Correlation	1	.259*
	Sig. (2-tailed)		.032
	N	69	69
Curriculum Implementation	Pearson Correlation	.259*	1
	Sig. (2-tailed)	.032	
	N	69	69
*. Correlation is significant at the 0.05 level (2-tailed).			

The table below gives a summary of significance of the variables. Effect of technology on curriculum development had a significance of 0.157, effect of politics on curriculum development had a significance of 0.645, while effect of culture on curriculum development had a significance of 0.021.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.703	.869		1.110	.003
	Effects of Technology on Curriculum Development	2.63	0.184	0.195	2.431	0.157
	Effects of Politics on Curriculum Development	0.65	0.141	0.058	1.463	0.645
	Effects of Culture on Curriculum Development	0.543	0.230	0.038	1.364	0.021
a. Dependent Variable: Curriculum development						

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to determine factors influencing curriculum development in Meru University of Science and Technology. The study was guided by the following objectives: To establish the relationship between cultural values and curriculum development in MUST, to establish the influence of political forces on curriculum development in MUST, and to determine the influence of technology in curriculum development in the study locale. The chapter discussed summary of the findings, conclusions and recommendations based on the study carried out and the literature reviewed.

5.1 Summary of Findings

This study was about factors influencing curriculum development in MUST. The study had three objectives: establishing the relationship between cultural values and curriculum development in MUST, examining the influence of political factors in curriculum development in MUST and determining the influence of technological factor in curriculum development in the study locale. The study was based on the actor-network theory by Callon (1986) and Latour (1988). This theory explained that curriculum development is not just a homogenous network but a process influenced by many factors or forces. Literature was reviewed on cultural, political and technological factors influencing curriculum development in MUST. The correlational research design was used to examine the extent to which the study variables related to one another. Both primary data and secondary data was collected for the study. Primary data was collected through questionnaires while secondary data was collected through data analysis. Data collected was analyzed using percentages and frequency distributions. The data was presented in frequency tables and a pie chart. Using the analysis of data collected, the following are the findings of the study:

5.1.1 Demographic information

Meru University of Science and Technology has eighteen academic departments which are headed by chairpersons. In this study all the chairpersons of the departments were purposely sampled. All the eighteen chairpersons of departments filled and returned their questionnaires. From the analysis of the data collected eleven (61.1%) of the chairpersons had master's degree while seven (38.9%) had PhD. Twelve of them were males while fifty-nine lecturers were sampled for the study. Fifty-one responded to the questionnaire. Thirty-three of the lecturers had a master's degree while eighteen of them had PhD. Thirty-one of the lecturers were males while twenty were females. From this analysis PhD attainment for both chairpersons and lecturers was lower compared to attainment of master's degree. Gender analysis for both categories of respondents revealed a higher percentage for males as compared to females.

In view of these findings education level for chairpersons and lecturers needs upgrading to the level of PhD, which is the minimum education level for academic staff in a university. To ensure majority of academic staff acquire PhDs universities are required to establish a policy that encourages university staff to upgrade themselves. This could be in form of partial funding or allowing study leave to staff to enable them further their education. When more staff get the opportunity to upgrade their education female staff would be among them. This would help raise females eligible for chairperson positions as well as lecturer positions. Consequently, this would help raise the number of females to males to a considerable ratio.

5.1.2 Relationship between cultural values and curriculum development

Forty-five respondents (65.2%) were of the opinion that cultural values should be considered when developing university curriculum. However, twenty-four (34.8%) felt that it was not necessary to consider cultural values in curriculum development. Majority of the respondents (72.5%) also felt that a curriculum promotes cultural values in the society surrounding the university to a large extent while 27.5% felt that a curriculum does not promote the cultural values in the society. Seven (10.1%) respondents strongly agreed that the cultural setting of a society had an influence on the

content of the curriculum, eighteen (26.1%) just agreed, 35 (50.7%) were not sure, while nine (13.1%) respondents disagreed. Four studies in the reviewed literature revealed that consideration of culture in curriculum development was important. For example, a study by Makaram, (2015) on factors influencing curriculum development in Somalia, revealed that cultural patterns and value system of the society greatly influence the shaping of a curriculum. Nkyabonaki, (2013), also felt that development of a curriculum should consider social factors such as religion, culture and view of various groupings in society. However, two studies revealed that consideration of cultural values was not of much importance in curriculum development. For example, a case study in Ghana by Geverdink, Pieters, and Voogt, (2013) carried out to identify the sensitivity of curriculum development to cultural settings revealed that curriculum development activities were not strongly impacted by the cultural dimensions. Another study in Taiwan by Hua-Li, Frode, Yo-Ping & Yueh-Min (2010) also revealed that a relevant curriculum is culture neutral. Based on the opinion of majority of respondents in this study and the literature reviewed the findings of this study were that there was a relationship between cultural values and curriculum development in the area of study. Four studies in the literature reviewed revealed that culture influenced curriculum development while two studies revealed that culture had no significance influence in curriculum development.

In summary curricula is very vital in promoting cultural values in the society, as shown by the large number of respondents who supported incorporation of technology in curriculum development. As echoed by (Chouhan, 2015), the society has its own expectations about the aims and objectives that should be considered when designing a curriculum and as such curriculum designers need to take into account societal considerations to protect roles of the school and laws of the land. Social factors such as religion, culture and view of various groupings in society are major factors that curriculum developers should consider when developing curriculum.

5.1.3 Influence of political factors on curriculum development

Forty-five (65.2%) respondents indicated that funding by the government was among the ways in which politicians influence curriculum development while twenty-four

(34.8%) respondents were of the contrary opinion. This shows majority of respondents felt that the government influences curriculum development through funding. When a government remits funds to an institution, the institution is usually inclined to agree with suggestions and recommendations by the same government. One such area that is greatly influenced is the area of curriculum development, such that programmes suggested by the government are developed. Concerning avoidance of politics in curriculum development, respondents translating to 42% agreed that politics should be avoided in curriculum development, 7.2 % strongly agreed, 37.7% disagreed while 8.7% were not sure. From this analysis it was clear that majority of respondents were of the opinion that politics should be avoided in curriculum development. Many times internal and external politics take a high toll on what programmes should and should not be offered in a university. This political influence is evident on policies that govern curriculum development in a university such as in decision on curriculum content and course duration of offering the curriculum. On the establishment of a central department for developing curricula, thirty-nine (56.5%) respondents strongly agreed to the idea, fourteen (20.3%) just agreed, nine (13.0%) were not sure while seven (10.1%) disagreed. Majority of respondents supported the development of a central department to develop curricula in the university. Probably, this opinion was generated by the idea to reduce political influence during curriculum development.

Literature reviewed in this study consisted of four studies which revealed that governments of many countries contributed to the choice of curriculum developed in institutions. For example, analysis of the paper; 'Development of Education in Kenya: Influence of Political Factor, beyond 2015 MDGs' by Mackatian, et. al (2016) revealed that education in Kenya like any other country of the world was controlled by politics. Another study in Nigeria carried out by Adelabu & Ankisolu, (2009) to determine the political power in the university curriculum revealed that students were politically influenced in the university system by the curriculum offered. However, one study paper by Kang'ethe & Shylet, (2016) in South Africa revealed that education suffered from the apartheid residuals and had an impact on the erosion of cultures. This study paper indicated that government influence was absent in the education system to an

extent that the paper recommended policy implementation in university education to enable university education meet the political needs in the country.

The findings of this study as indicated by majority of respondents was that curriculum development in MUST was influenced by the political factor to a large extent. Four of the studies in the literature reviewed also concurred with majority of respondents' opinion that political factor had an influence on curriculum development. However, one study indicated that political influence was not evident in the education system and curriculum development. It was clear from the respondent's opinion that there was need to reduce government influence on curriculum development in the university. Funding by the government to ensure an increase in skills and improved facilities in the universities were positive aspects of political factor that may also have a direct influence on curricula developed. However, over focus of certain skills by the government in a particular area was among the negative political aspects that influences curriculum development. This is because only programmes in emphasized areas would be developed leaving out other programmes whose skills would be necessary for growth of the country's economy. Universities should be given freedom to develop curricula that would benefit more students and at the same time contributing to the growth of the economy.

5.1.4 Influence of technological factors on curriculum development

Responses to four key areas for this objective were analysed. These were extent to which programmes in MUST embrace technology, opinion to regular sensitization on modern technology for lecturers who were major contributors in curriculum development, challenges encountered in incorporating modern day technology in curriculum development process, and information technology and exposure of students to vast knowledge across the globe. Thirty-six (52.3%) respondents agreed to a very large extent that MUST programmes embrace technology, seven (10.1%) respondents agreed to a large extent, nineteen (27.5%) to a moderate extent, and seven (10.1%) to a small extent. Forty (58.0%) respondents supported regular workshops to sensitize lecturers on modern technology while twenty-nine (42.0%) were of the contrary opinion. Fifty-six (81.2%) respondents cited insufficient funding as a major challenge

in incorporating modern day technology in curriculum development, while thirteen (18.8%) cited inadequate time as the major challenge. On exposure of students to vast knowledge across the globe forty-two (60.9%) strongly agreed that incorporating information technology in the curriculum helps to expose students to vast knowledge across the globe, twenty-one (30.4%) just agreed and six (8.7%) disagreed. Based on the analysis above majority of the respondents were of the opinion that technology had an influence on curriculum development in MUST.

Literature was reviewed in seven different studies and six of them revealed that there was a relationship between technology and curriculum development. For example, a study in Wales by Williams and Dennis (2006) revealed secondary school teaching staff accepted the national directives to acknowledge the value of information technology in the curriculum. Another study in America on Impact of Technology-Enhanced Curriculum on Learning Advanced Algebra in US High School Classrooms by Stephen, Hegedus, Dalton, and Tapper, (2015) revealed that there was an improvement in student engagement and teacher-student interaction when using the technology in the classroom. On the same note a big percentage (81.82%) of the Senate minutes analysed supported involvement of technology in curriculum development. The literature reviewed and documents analysed concurred with majority of respondent's opinion that technology has a major influence in curriculum development. However, one study out of the seven reviewed in this area indicated that information technology was not highly regarded in the schools sampled. The study was carried out in Kenya by Kenya Education Sector Support Program (KESSP), (2005). The study revealed that a high proportion of teachers and administrators lacked training in essential ICT skills. The implication of this was that teachers and administrators lacked knowledge in technology and consequently the technology could not be reflected in curriculum development. The study, however, recommended that the Government through the Ministry of Education should develop policies to guide the application of ICT in school management, and curriculum development.

Based on the respondents' opinion and the literature reviewed the study found out that there was an influence of technology on curriculum development. It was evident that

programmes in universities need to embrace technology to a large extent. As noted by Chouhan, (2015) a technology driven curriculum is the norm of the 21st century. Since insufficient funding was a major challenge noted in trying to reconcile modern day technology with the curriculum there is need for universities to ensure enough funds are availed towards adoption of modern technology especially in the area of curriculum development. Incorporating technology in curriculum has the advantage to expose students to vast knowledge across the globe making it more necessary to embrace technology in curriculum development. The government should increase funding towards curriculum development in regard to technology. Universities should prioritise technological improvement during curriculum development to ensure compliance with the modern day technology.

5.2 Conclusions

Based on the findings of this study it was concluded that there was a relationship between curriculum development and cultural values. The study also concluded that political factors and technological factors had an influence on curriculum development. Other conclusions made from this study were; Social factors such as religion, culture and view of various groupings in society are major cultural factors that guide curriculum, funding by government is a major way in which the government influences curriculum development in universities, and curriculum development in universities is inseparable with modern day technology.

5.3 Recommendations

1. Cultural factors that promote the values of society should be incorporated in university curricula.
2. Positive political influence on curriculum development should be encouraged while the negative influence should be minimized.
3. Technology should be a key factor that should be considered when developing university curricula. Universities should strive to incorporate modern technology in all its programmes.

5.4 Suggestions for Further Studies

1. This study was carried out in one public university. There is need to carry out the same study in several universities, both private and public universities.
2. A study could be carried out to establish the influence of other factors on curriculum development other than the ones in this study.
3. Studies could be carried out on effect of technology on curriculum implantation.
4. A study on impact of culture in Kenyan universities would greatly help in identifying how best to inculcate cultural values during curriculum development.

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APPENDICES

Appendix 1: Introductory Letter

KCA University

Department of Education

Curriculum Development

P.O. Box 56808-00200

Ruaraka

TO WHOM IT MAY CONCERN

RE: INTRODUCTION LETTER FOR LUCY N. KING'AU

Lucy Nkirote King'au Registration Number14/03647 is a Master of Education (Curriculum Development and Design) student at KCA University undertaking a research project on “Factors influencing curriculum development in Meru University of Science and Technology”.

Kindly accord her the necessary assistance.

Thank you.

Yours faithfully,

Dr. Priscilla. Gachigi, (PhD)

Chairman of Department, Faculty of Education

Appendix II: Questionnaire for Chair Persons of Departments

This questionnaire aims at collecting information on factors that influence curriculum development in Meru University of Science and Technology. All chairmen of departments have been purposively identified for the study. Please respond to the items to the best of your knowledge and ability and as honestly as possible. All the information gathered through this questionnaire will be treated with utmost confidentiality. Please do not identify yourself in any way or write your name on the questionnaire. Thank you in advance for your cooperation.

Section A

Demographic Information

1. Please indicate your gender.

Male () Female ()

2. What is your highest level of education?

Masters () PhD ()

3. How long have you served as a Chairman of department?

4. How many programmes does your department have?

5. How many new curricula have you developed in the last three years?

6. Is there a committee or a department that controls or regulates curriculum development in the University? Yes () No ()

7. Who are the main stakeholders that are involved when developing a curriculum?

8. Briefly describe the process of developing a new curriculum up to the point when it is ready for implementation in the University.

Section B

Relationship between Cultural Values and Curriculum Development

1. Please name any three cultural values that the University should take into consideration when developing a curriculum.

(i) _____

(ii) _____

(iii) _____

2. To what extent do the existing curricula promote the cultural values in the society surrounding the University?

3. Universities are institutions of learning where students from diverse cultures can study. In your own opinion, how should a curriculum incorporate these diverse cultures?

4. As a chairman of department what is your opinion on infusing foreign cultures in the University curriculum?

5. In your own opinion, do you think cultural values influence the curriculum development process? (Yes) (No)

Please use the following scale of 1-5 to reflect your feelings on the extent to which you agree with the statement below. Use the Key provided.

KEY: 1=Strongly Agree (SA), 2=Agree (A), 3=Not Sure (NS),

4=Disagree (D), 5=Strongly Disagree (SD)

	Statement	SA	A	NS	D	SD
1.	The cultural setting of a society affects the content of a curriculum.					
2.	Infusing cultural values into the curriculum contributes greatly into shaping students to become responsible citizens.					
3.	The teaching/learning materials cited in a curriculum should always agree with a society's cultural values.					
4.	A curriculum embracing multicultural values is better than one that is reserved to one society's cultural values.					
5.	The society's cultural leaders should be consulted and involved as stakeholders during the development of a new curriculum..					

Section C

Influence of political factor in curriculum development

1. In which ways do national politics affect development of curricula in Universities?

2. Briefly describe the importance of government involvement through Commission for University Education in the development of university curricula.

3. Mention two ways in which local politicians influence the choice of curricula that are developed in MUST.

(i) _____

(ii) _____

4. What is your role as a chairman of department in ensuring that political interference does not the curriculum development process in the university?

5. Cite any two positive and any two negative aspects of a politically instigated curriculum.

Positive aspects

(i) _____

(ii) _____

Negative aspects

(i) _____

(ii) _____

Please use the following scale of 1-5 to reflect your feelings on the extent to which you agree with the statement below. Use the Key provided.

KEY: 1=Strongly Agree (SA), 2=Agree (A), 3=Not Sure (NS),
4=Disagree (D), 5=Strongly Disagree (SD)

	Statement	SA	A	NS	D	SD
1.	Political aspects should be avoided at all costs when developing a curriculum.					
2.	The government through Commission for University Education should establish a central department for developing university curricula.					
3.	Governance issues in MUST influence curriculum development processes.					
4.	Political stability in a country to a large extent contributes to development of relevant curricula in universities.					
5.	Course units aligned to politics should be infused in university curricula.					

Section D

Influence of Technological Factor in Curriculum Development

1. To what extent do the programmes in your school embrace technology?

2. Mention at least three ways in which the University should ensure compliance with modern day technology in the curriculum.

3. What are some of the challenges you encounter during curriculum development in trying to reconcile modern day technology with the curriculum?

4. In your own opinion do you think MUST has adequately incorporated information technology its programmes? Yes () No ()

5. What effect do you think being information technology compliant has on your students and the job market?

Please use the following scale of 1-5 to reflect your feelings on the extent to which you agree with the statement below. Use the Key provided.

KEY: 1=Strongly Agree (SA), 2=Agree (A), 3=Not Sure (NS),

4=Disagree (D), 5=Strongly Disagree (SD)

	Statement	SA	A	NS	D	SD
1.	Consideration of technology dynamism is a key issue in curriculum development.					
2.	Curriculum should be frequently reviewed to ensure compliance with the changing technology.					
3.	Incorporation of information technology in the curriculum helps to expose students to vast knowledge across the globe.					
4.	Refresher courses for curriculum developers in learning institutions should be carried out frequently to ensure they are well versed with current technology.					
5.	Incorporation of information technology in university curricula should be a mandatory requirement by CUE during the development of the curricula.					

Thank you for your participation.

Appendix III: Questionnaire for Lecturers

This questionnaire aims at collecting information on factors that influence curriculum development in Meru University of Science and Technology. You have been randomly selected for the study. Please respond to the items to the best of your knowledge and ability and as honestly as possible. All the information gathered through this questionnaire will be treated with utmost confidentiality. Please do not identify yourself in any way or write your name on the questionnaire. Thank you in advance for your cooperation.

Section A

Demographic Information

1. Please indicate your gender.

Male () Female ()

2. What is your highest level of education?

Masters () PhD ()

3. How long have you worked in Meru University?

4. How many programmes does your School have?

5. How many new curricula have been developed in the school within the last three years?

In your opinion as a lecturer which factors do you think influence curriculum development in MUST?

6. Is there a committee or a department that controls or regulates curriculum development in the University? Yes () No ()

7. Who are the main stakeholders that are involved when developing a curriculum?

8. Briefly describe the process of developing a new curriculum up to the point when it is ready for implementation in the University.

Section B

Relationship between Cultural Values and Curriculum Development

1. Please name any three cultural values that the University should take into consideration when developing a curriculum.

(i) _____

(ii) _____

(iii) _____

2. To what extent do the existing curricula promote cultural values in the society surrounding the University?

3. Universities are institutions of learning where students from diverse cultures can study. In your own opinion, how should a curriculum incorporate these diverse cultures?

4. What is your view in regard to influence of culture in development of curriculum in the university?

Please use the following scale of 1-5 to reflect your feelings on the extent to which you agree with the statement below. Use the Key provided.

KEY: 1=Strongly Agree (SA), 2=Agree (A), 3=Not Sure (NS),

4=Disagree (D), 5=Strongly Disagree (SD)

	Statement	SA	A	NS	D	SD
1.	The cultural setting of a society affects the content of a curriculum.					
2.	Infusing cultural values into the curriculum contributes greatly into shaping students to become responsible citizens.					
3.	The teaching/learning materials cited in a curriculum should always agree with a society's cultural values.					
4.	A curriculum embracing multicultural values is better than one that is reserved to one society's cultural values.					
5.	The society's cultural leaders should be consulted and involved as stakeholders during the development of a new curriculum.					

Section C

Influence of political factor in curriculum development

1. In which ways do national politics affect development of curricula in Universities?

2. Briefly describe the importance of government involvement through Commission for University Education in the development of university curricula.

3. Mention two ways in which local politicians influence the choice of curricula that are developed in MUST.

(i) _____

(ii) _____

4. Cite any two positive and any two negative aspects of a politically instigated curriculum.

Positive aspects

(i) _____

(ii) _____

Negative aspects

(i) _____

(ii) _____

Please use the following scale of 1-5 to reflect your feelings on the extent to which you agree with the statement below. Use the Key provided.

KEY: 1=Strongly Agree (SA), 2=Agree (A), 3=Not Sure (NS),
4=Disagree (D), 5=Strongly Disagree (SD)

	Statement	SA	A	NS	D	SD
1.	Political aspects should be avoided at all costs when developing a curriculum.					
2.	The government through Commission for University Education should establish a central department for developing university curricula.					
3.	Governance issues in MUST influence curriculum development processes.					
4.	Political stability in a country to a large extent contributes to development of relevant curricula in universities.					
5.	Course units aligned to politics should be infused in university curricula.					

Section D

Influence of Technological Factor in Curriculum Development

1. To what extent do the programmes in your school embrace technology?

2. Mention at least three ways in which the University should ensure compliance with modern day technology in the curriculum.

3. What are some of the challenges you encounter during curriculum development in trying to reconcile modern day technology with the curriculum?

4. In your own opinion do you think MUST has adequately incorporated information technology its programmes? Yes () No ()
5. What effect do you think being information technology compliant has on your students and the job market?

Please use the following scale of 1-5 to reflect your feelings on the extent to which you agree with the statement below. Use the Key provided.

KEY: 1=Strongly Agree (SA), 2=Agree (A), 3=Not Sure (NS),

4=Disagree (D), 5=Strongly Disagree (SD)

	Statement	SA	A	NS	D	SD
1.	Consideration of technology dynamism is a key issue in curriculum development					
2.	Curriculum should be frequently reviewed to ensure compliance with the changing technology.					
3.	Incorporation of information technology in the curriculum helps to expose students to vast knowledge across the globe.					
4.	Refresher courses for curriculum developers in learning institutions should be carried out frequently to ensure they are well versed with current technology.					
5.	Incorporation of information technology in university curricula should be a mandatory requirement by CUE during the development of the curricula.					

Thank you for your participation.

Appendix IV: Work Plan for the Project

Task	April 2018	May 2018	June 2018	July 2018	Aug. 2018	Sep 2018	Oct. 2018	Oct. 2018
Formulating the research topic and research objectives and questions								
Writing chapter one								
Working on comments made by supervisor								
Writing chapter two and three								
Working on comments made by supervisor								
Defending the research proposal								
Data collection								
Analyzing data, writing and defense of final report								

Appendix V: Proposed Budget

Task	Cost
Expenses on literature review	16,000
Travelling expenses	15,000
Typing research proposal	10,000
Review of the research	10,000
Typing and duplication of data collection materials	15,500
Travelling expense during data collection	16,500
Typing and printing the final report	20,000
Total	102,000