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THE EXTENT TO WHICH THE CONTENT OF COMMON COURSES OFFERED FOSTER NATIONAL VALUES AMONG THE YOUTH IN PRIVATE AND PUBLIC UNIVERSITIES IN KENYA.

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Key Words

Abstract
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**National
Values;
University
Philosophy;
Value
education; and
Youth**

This study sought to determine the extent to which the content of common courses offered foster national values among the youth in private and public universities in Kenya. The mixed method approach was employed for the study. The study population comprised of 52,319 university students, 52 Departmental Chairpersons, 4 Deans of Students and 4 Registrars of Academic Affairs at Daystar, Egerton, Baraton and University of Nairobi. A table by Krejcie and Morgan for determining sample size from a given population was used to select a sample of 382 university students. A total 52 Departmental Chairpersons, 4 Deans of Students and 4 Registrars of Academic Affairs were purposively selected from Daystar, Egerton, Baraton and University of Nairobi. A Students' Questionnaire, and an Oral Interview Schedule for Chairpersons of Departments, Deans of Students, and Registrars of Academic Affairs was used to generate the data. Reliability of the instruments was determined through a pilot study where a Cronbach alpha co-efficient of 0.82 was obtained for the students questionnaires. The study established that democracy, participation of the people, equity and social justice were mainly fostered in university curriculum (common courses, lecture content and practicals). The study further established that democracy, participation of the people and social justice were fostered more in the sciences and Art and Humanity based curriculum while equity was fostered more in Art and Humanities and Business based curriculum. It is hoped that, the findings of this study may contribute to knowledge and assist the government of Kenya in the implementation of both the National Constitution, and the Vision 2030 both of which call for a national values system.

INTRODUCTION

In the world today, there is reality of dwindling presence of human values and an increase in deprivation, violence and irresponsibility. Despite advances in science and technology and the fact that the human race today is perceived as more educated than ever before, the world is still in a moral turmoil, that is selfishness, is rampant, the family unit is disintegrating, nations are at war, political and religious intolerance, poverty, disease and drug abuse. There is an imminent threat to the safety of the earth's habitability due to massive destruction of the environment; scientists devoid of values continuously tamper with the building blocks of life hoping in vain to match the creator's wisdom. Education concerns itself with the development of the potential of learners to become persons. A person is one who possesses physical attributes and sensory consciousness. To be a person implies the possession of moral and intellectual attributes that make one responsible for what one thinks and acts. The role of education cannot be overemphasized here as it seeks to have the learner acquire knowledge, skills, and attitudes that enable him or her to be a responsible citizen (Mwaka, Musamas & Kafwa, 2011). According to these scholars, education plays a vital role in imparting moral values to its student, including all levels of education in Kenya from pre-unit to universities.

The national goals of education in Kenya are outlined as follows; to foster nationalism, patriotism and promote national unity, promote the social economic, technological and industrial needs for national development, promote individual development and self-fulfilment, promote sound moral and religious values, promote social equality and responsibility, promote respect for and development of Kenya's rich and varied cultures, promote international consciousness and foster positive attitudes towards other nations, lastly, promote positive attitudes towards good health and environmental protection(KIE, 2002). These values are to be instilled in anybody who is educated in Kenya. Looking at the goals of the Kenya Institute of Education, one observes that indeed, the Kenyan curriculum of education is geared towards promoting national values amongst the youth. One then asks whether the government has enough manpower and resources to make sure these goals are achieved.

Moreover, students are also human beings and they are products of their culture and environment (Lwagula, 2006). The way pupils and students are educated has an enormous impact on their personhood. Schooling only gives impetus to the process of education that in it itself can happen in or outside the school. As worthwhile process, education should fundamentally aim at developing valuable qualities in the learners; however, the problem arises when meaning is attached to the term 'valuable qualities' (Bennars & Njoroge, 2004). Faced with a diversity of value choices and a barred process towards reaching this choice, the modern learner is not sure of what is valuable and what is not. As a result the normative dimension of education encounters challenges. In many cases, it remains undefined leaving the learner in a value vacuum (Fantini, 1986). Apparently, the problem of meaning was less pronounced in the traditional African society where the normative dimension of education found a definite expression. To compound this, the normative dimension of education is not examined in the Kenyan education system, further explaining the crisis in value education. Consequently, the current education system tends to stress the intellectual development of the individual

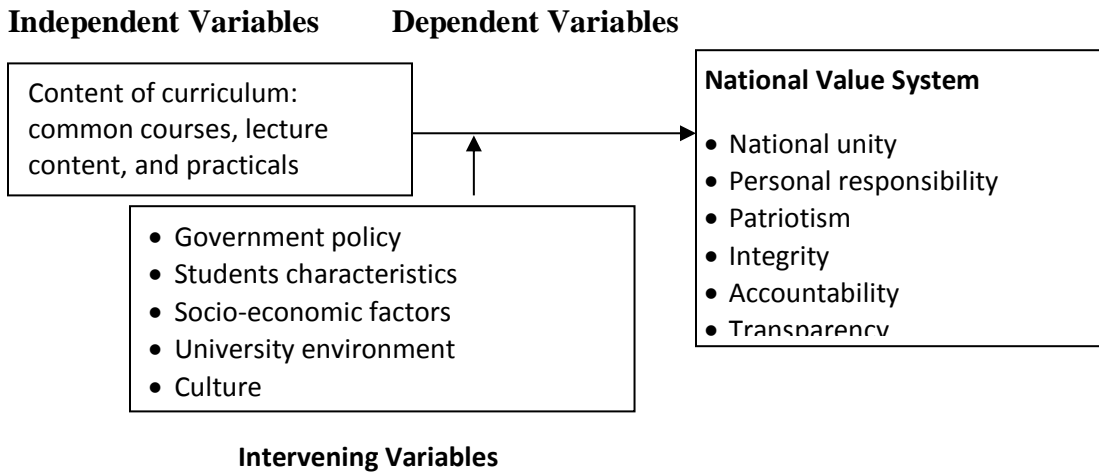
while paying less attention to needs, goals and expectation of the wider society(Mwaka et al, 2011). Evaluation in Kenya only recognizes academic skills and students' intelligence is measured by this standard. Non-academic skills and associated intelligence are not evaluated. The commitment to achieving the national goals of education cannot be ascertained as none of them can be measured, and no measurable results are required for any of the goals.

Kenya has adopted the Western education module that focuses on individualism rather on communalism. The main reason is to be found in the fact that the two represent difference at the same time opposing values, individualism and communalism (Oruka, 1990). The gradual acceptance of new ideas and ways of life and the corresponding disenchantment with the old ones have led the young to aspire for the teaching given at school. The motivation of both children and parents is based on the observation that the old culture is falling apart and that only the school is in a position to prepare them into a new dynamic society. Education in Kenya seems to have neglected the normative side that was emphasized in the traditional life. That is why the norms in the society have deteriorated radically in the current days. In this sense, drifting away from the traditional culture has contributed to the decay in the moral standards in the society, hence, the study sets to investigate the efforts that have been put in place by the universities in Kenya in trying to instill national values amongst the youth as they train, together with the challenges they face in the process.

Value education inculcates universal and ethical values such as compassion, courage, honesty, tolerance and truthfulness (Aggrawal, 1992). It helps in nurturing balanced individuals thus creating a humane society. Values promote human beings to personhood. These values are inherent in all people and acting contrary to them negates one's personhood. Animals live by instinct; they are driven by instinctive forces and are not answerable to their acts. These instincts drive them to find food, shelter, and to procreate. Human beings are gifted with an intellect that helps them reason about the right course of action especially in moral aspects. There are three basic institutions that influence value education – the home, the church/religious institution and the school (Mwaka, 2011). Therefore, the school is one of the basic elements of promoting national values among the students in the 21st century. However, are universities doing enough to make sure that young people are educated on the importance of moral values in their daily activities? Hence, the main focus of this study is to investigate the role of universities in Kenya in fostering national values, as opposed to focusing on the general role of the society.

Conceptual Framework

This study was guided by a conceptual framework that represents the interrelationship among the variables used in the study (see Figure 1).



1 **Figure 1: Relationship between university common courses and national values**

The study adopted an ex-post facto research design. Marilyn and Jim (2013) have defined an ex-post facto research design as a systematic, empirical enquiry in which the scientist does not have direct control over independent variables because their manifestations have already occurred or because they are inherently not manipulable. The design allows comparison of two or more groups of individuals with similar backgrounds who were exposed to different conditions as a result of their natural histories. Therefore, the ex-post facto research design befitted this study as the intention was to establish the role of university philosophy in fostering national values amongst the youth in private and public universities in Kenya, an event that has already taken place. University philosophy is a variable that pre-exists and was not subject to manipulation. The design was thus considered appropriate as it allowed exploratory changes that take place in the fostered national values due to university philosophy. In addition, the design was appropriate as it allowed collection of both quantitative and qualitative data that were subjected to both descriptive and inferential analysis.

Location of the Study

The study was conducted in four public and private universities. The four universities included: Baraton University of East Africa; Egerton University; Daystar University and the University of Nairobi. The universities selection was based on their location (urban or rural); whether public or private and hold charters issued by the Commission of University Education (CUE) or are established by different Acts of Parliament.

The Sample Size and Sampling Procedures

Krejcie and Morgan (1970) table for determining sample sizes from any given population was used to determine the sample size. Welch & Comer(1988) recommend that the sample size is often adjusted by up to 30% to compensate for non-response. Thus, the total sample

size for the study was 442 (382 university students, 52 Heads of Departments, 4 Dean of Students and 4 Registrar Academic Affairs). The sample size for the university students was obtained through stratified random sampling technique. Stratified random sampling technique was employed in order to have subjects in various strata (university and the course pursued) for subsequent analysis that made it easy to make comparisons and draw conclusions. This is a technique that generally provides increased accuracy in sample estimates according to Mugenda and Mugenda(1999). All the 4 Deans of Students' and 4Registrars (Academic Affairs)at Daystar, Egerton, Baraton and University of Nairobi were purposively sampled by virtue of their offices. Their offices are crucial in the behavior of students while on campus. Proportionate random sampling technique was used to select the chair persons of departments. This was based on the number of departments each university. Thus the study utilized a total of 52 heads of department in the study.

2 Table 1: A Summary of the Study Sample Size

Public Institutions	Heads of department	Students	Dean of students	Registrar academic affairs
University of Nairobi	33	265	1	1
Baraton University	9	68	1	1
Daystar University	5	19	1	1
Egerton University	5	30	1	1
Total	52	382	4	4

Data collection instrumentation

Instruments were developed to gather information from three categories of respondents. Given that the students were literate and had no problem in reading and answering the questionnaire, it was of great importance to use a questionnaire to save on time when the sample size was as big as 382. Interview schedules were used to gather data from the Deans of Students, Chairpersons of Departments, and Registrars in charge of Academic Affairs.

Data Analysis

The data obtained from the study was coded and keyed into an SPSS program version 17. Data cleaning was done to ensure that all the variables were keyed in correctly and no variables were missing. The outputs of the analysed data were presented inform of tables and graphs. Frequency distributions, percentages and measures of central tendency, t-test and a one way Analysis of Variance (ANOVA) were utilised determine the extent to which university philosophy (vision, mission and core values) fosters national values amongst the youth in private and public universities. The information obtained from interviews with the Deans of Students and Registrars of Academic Affairs was summarized and presented under common themes as guided by the objective of the study.

RESULTS

Interconnection of common courses offered and national values amongst the youth in private and public universities in Kenya

The study set out to determine the relationship between the common courses offered in Kenyan universities and the national values fostered amongst the youth in private and public universities in Kenya. It hypothesised that: there is no significant relationship between the common courses offered in Kenyan universities and national values among the youth in private and public universities in Kenya.

In order to achieve this second objective of the study, the students in both private and public universities (Daystar university, University of Baraton East Africa, University of Nairobi and Egerton university) were provided with a list of national values and asked to state the extent to which common courses, lectures content and practicals offered in Kenyan universities foster national values amongst them. Descriptive analysis and ANOVA were therefore used to establish whether there was any significant difference between the independent (students response on whether curriculum enhanced national variables) and the dependent variable (national philosophies). Thus, before running an ANOVA the researcher ran some preliminary descriptive statistics on the data (see Figure 5, Table 13 and Table 14). This was to enable the researcher to understand the variables distribution within the sample. Figure 5 shows the students response on the relevance of a national value system in Kenya.

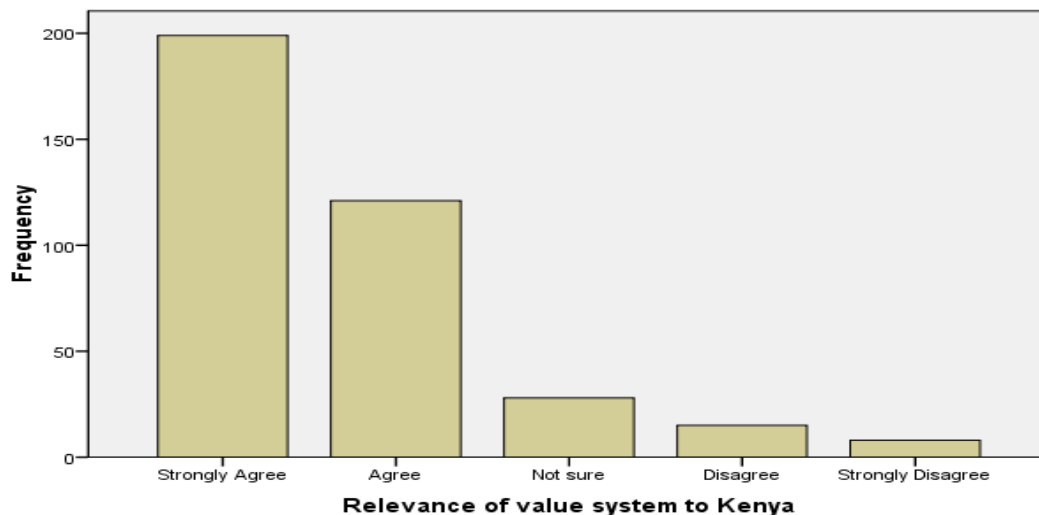


Figure 5: Students Responses on the Relevance of the National Value System in Kenya

Source: Field data (2014)

According to Figure 5 most of the students strongly agree (52.1%) that a national value system is relevant to the nation of Kenya. Only very few disagree (3.9%) or strongly disagree (2.1%) that a national value system is not relevant to the nation of Kenya. This implies that students appreciate curriculums or co-curriculums that foster national values amongst them.

Data was also sought on the extent to which national values are emphasized in the university common courses, lectures content and practicals. The students were asked to rate using a four point Likert scale, where (1 = Strongly agree, 2 = Agree, 3 = Not sure, 4 = disagree, 5 = Strongly disagree), whether national values are emphasized in the university curriculum (common courses, lectures content and practicals). The results are as shown in Table 13.

Table 13: National Values and the Students Rating on Extent to Which They are Emphasized in the University Curriculum

Variable	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Patriotism to University & Country	131	34.3	182	47.6	41	10.7	17	4.5	10	2.6	38	100
National Unity	117	30.6	182	47.6	50	13.1	22	5.8	10	2.6	38	100
Sharing of the available resources	118	30.9	168	44.0	61	16.0	21	5.5	12	3.1	38	100
conforming to the rules and regulations	109	28.5	177	46.3	57	14.9	24	6.3	11	2.9	37	100
Democracy	99	25.9	177	46.3	54	14.2	39	10.2	11	2.9	38	100
Participation of the people	107	28.0	173	45.3	58	15.3	31	8.1	10	2.6	37	100
Equity	102	26.7	169	44.2	64	16.8	29	7.6	17	4.5	38	100
Social Justice	114	29.8	169	44.2	45	11.8	39	10.2	14	3.7	38	100
Inclusiveness	104	27.2	168	44.0	54	14.2	37	9.7	18	4.7	38	100
Human rights	96	25.1	172	45.0	64	16.8	30	7.9	19	5.0	38	100
Accountability & transparency	110	28.8	161	42.1	54	14.2	38	9.9	18	4.7	38	100
Integrity	121	31.7	161	42.1	61	16.1	24	6.3	13	3.4	38	100

Source: Field data (2014)

According to Table 13 most of the students in both public and private universities either agreed or strongly agreed that the university curriculum (common courses, lectures content, practicals) emphasized on patriotism to university and country (81.7%), national unity (78.2%), sharing of the available resources (74.9%), conforming to the rules and regulations (74.8%), democracy (72.2%), participation of the people (73.3%) equity (70.9%), social justice (74.0%), inclusiveness (71.2%), human rights (70.1%), practice of accountability and transparency (70.9%) and integrity (73.8%). This implies that the university philosophy to an extent aims at fostering national values among its students through their curriculum (common courses, lectures content, practicals).

These findings were supported by one of the Registrar Academic Affairs in a public university who said;

“.....the role of the university is instilling the values of nationalism into students.....we endeavour to instil the values of hard work, honesty, self-discipline and patriotism among the students....”

Similarly, a chairman of a department in a public university pointed out that;

“.....as a department we strongly emphasize on honesty, respect for self and others, appreciation of other peoples’ opinion, orderliness and hard work.....for national values are fundamental to any meaningful development in this country.”

According to the statements from the two university officers it shows that university philosophies are aimed at fostering national values among its students through their curriculum.

The study further went ahead to determine the relationship between national values fostered in the university and the common courses offered by type of university. Before running a t- test to determine the relationship, the researcher ran some descriptive statistics to determine how the respondents in both private and public universities responded to the question on how national values are strongly emphasized in the university common courses. The results are as summarised in table 14.

Group Results on National Values Mostly Practiced by Students at the University

National Value	Type of university	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
Patriotism to university and country	Public	327	3.38	1.247	.069	3.25	3.52	1	5
	Private	54	3.65	1.231	.168	3.31	3.98	1	5
	Total	381	3.42	1.247	.064	3.29	3.55	1	5
National Unity	Public	327	3.60	1.178	.065	3.47	3.72	1	5
	Private	54	3.57	1.175	.160	3.25	3.89	1	5
	Total	381	3.59	1.176	.060	3.47	3.71	1	5
Sharing of the available resources	Public	324	3.66	1.122	.062	3.54	3.78	1	5
	Private	53	3.68	1.237	.170	3.34	4.02	1	5
	Total	377	3.66	1.137	.059	3.55	3.78	1	5
conforming to the rules and regulations	Public	326	3.82	1.110	.061	3.70	3.94	1	5
	Private	53	3.64	1.162	.160	3.32	3.96	1	5
	Total	379	3.79	1.117	.057	3.68	3.91	1	5
Democracy	Public	325	3.66	1.103	.061	3.54	3.79	1	5
	Private	53	3.36	1.226	.168	3.02	3.70	1	5
	Total	378	3.62	1.125	.058	3.51	3.74	1	5
Participation of the people	Public	327	3.74	1.067	.059	3.62	3.86	1	5
	Private	54	3.56	1.192	.162	3.23	3.88	1	5
	Total	381	3.71	1.086	.056	3.60	3.82	1	5
Equity	Public	326	3.69	1.147	.064	3.57	3.82	1	5
	Private	54	3.50	1.225	.167	3.17	3.83	1	5
	Total	380	3.67	1.158	.059	3.55	3.78	1	5
Social justice	Public	326	3.63	1.198	.066	3.50	3.76	1	5
	Private	54	3.31	1.329	.181	2.95	3.68	1	5
	Total	380	3.58	1.220	.063	3.46	3.71	1	5
Inclusiveness	Public	327	3.61	1.124	.062	3.49	3.73	1	5
	Private	54	3.56	1.208	.164	3.23	3.89	1	5
	Total	381	3.60	1.135	.058	3.49	3.72	1	5

Table 14 continued

Table 14 continued...

Human Rights	Public	326	3.71	1.152	.064	3.58	3.83	1	5
	Private	54	3.26	1.430	.195	2.87	3.65	1	5
	Total	380	3.64	1.204	.062	3.52	3.77	1	5
Non-discrimination	Public	325	3.66	1.161	.064	3.53	3.79	1	5
	Private	54	3.41	1.325	.180	3.05	3.77	1	5
	Total	379	3.63	1.187	.061	3.51	3.75	1	5
Practice of accountability & transparency	Public	327	3.63	1.177	.065	3.50	3.76	1	5
	Private	53	3.40	1.321	.181	3.03	3.76	1	5
	Total	380	3.60	1.199	.062	3.48	3.72	1	5
Integrity	Public	325	3.75	1.110	.062	3.63	3.87	1	5
	Private	54	3.63	1.202	.164	3.30	3.96	1	5
	Total	379	3.73	1.123	.058	3.62	3.84	1	5

Source: Field data (2014)

The findings in Table 14 indicate that the means in public universities were comparatively higher than private universities in the following national values; national unity (3.60), conforming to the rule of law (3.82), democracy (3.66), participation of the people (3.74), equity (3.69), social justice (3.63), inclusiveness (3.61), human rights (3.71), practice of accountability and transparency (3.63) and integrity (3.75). On the other hand the means in private universities were comparatively higher than public universities in the following national values; Sharing of the available resources (3.68), Patriotism to university and country (3.65). This implies that public universities mostly enhanced the following national values in their curriculum (common courses): national unity, conforming to the rule of law, democracy, participation of the people, equity, social justice, inclusiveness, human rights, practice of accountability and transparency and integrity, while private universities enhanced sharing of the available resources, Patriotism to university and country in their curriculum (common courses, lectures content, practicals). Further analysis was done to establish if there were significant differences between public and private universities in their enhancement of national values through their curriculum (common courses) using an independent t-test statistics as shown in Table 15.

Table 15: An Independent Samples t-test on National Values Mostly Practiced by Students at the University

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Patriotism to university and country	Equal variances assumed	1.008	.316	1.315	379	.189	.179	.136	-.089	.448
	Equal variances not assumed			1.274	69.951	.207	.179	.141	-.102	.460
National Unity	Equal variances assumed	.022	.881	1.543	379	.124	.216	.140	-.059	.490
	Equal variances not assumed			1.671	76.568	.099	.216	.129	-.041	.473
Sharing of the available resources	Equal variances assumed	.346	.557	.146	378	.884	.021	.145	-.264	.307
	Equal variances not assumed			.146	71.659	.884	.021	.145	-.269	.311
Conforming to the rules and regulations	Equal variances assumed	.084	.772	.624	376	.533	.090	.144	-.193	.372
	Equal variances not assumed			.616	71.154	.540	.090	.145	-.200	.379
Democracy	Equal variances assumed	.070	.791	-.259	378	.795	-.039	.152	-.338	.259
	Equal variances not assumed			-.252	68.375	.802	-.039	.156	-.351	.273
Participation of the people	Equal variances assumed	3.091	.080	-.276	377	.782	-.040	.146	-.328	.247
	Equal variances not assumed			-.246	66.391	.806	-.040	.164	-.368	.287

Table 15 continued

Table 15 continued...

Equity	Equal variances assumed	.126	.723	1.827	379	.068	.282	.154	-.021	.585
	Equal variances not assumed			1.797	70.744	.077	.282	.157	-.031	.595
Social Justice	Equal variances assumed	.005	.945	.581	379	.562	.091	.157	-.218	.400
	Equal variances not assumed			.565	70.166	.574	.091	.162	-.231	.414
Inclusiveness	Equal variances assumed	.936	.334	1.085	379	.279	.174	.160	-.141	.489
	Equal variances not assumed			1.117	73.265	.268	.174	.156	-.136	.484
Human Rights	Equal variances assumed	2.623	.106	1.109	379	.268	.174	.157	-.134	.482
	Equal variances not assumed			1.163	74.427	.249	.174	.149	-.124	.471
Practice of accountability, transparency participation	Equal variances assumed	1.907	.168	1.530	379	.127	.248	.162	-.071	.566
	Equal variances not assumed			1.588	73.758	.117	.248	.156	-.063	.559
Integrity	Equal variances assumed	1.488	.223	2.593	378	.010	.385	.149	.093	.677
	Equal variances not assumed			3.110	85.301	.003	.385	.124	.139	.631

Source: Field data (2014)

From the analysis in Table 15, Levene's test was not significant in all the national values: Levene's test was significant for patriotism to university and country ($p=0.316$), national unity ($p=0.881$), sharing of the available resources ($p=0.557$), conforming to the rules and regulations ($p=0.772$), democracy ($p=0.791$), equity ($p=0.723$), social justice ($p=0.945$), inclusiveness ($p=0.334$), human rights ($p=0.106$), practice of accountability, transparency participation ($p=0.168$) and integrity ($p=0.223$). Levene's test for equality of variances was significant at $p<0.05$. The law of equal variance not assumed was applied and the second t value was used.

Results of the independent samples t-test showed that, there were significant differences between type of universities (public and private) and integrity as a national values enhanced through their curriculum (common courses, lectures content, practicals). The t-test value of 378 ($p=0.010$) is greater than its corresponding t critical values of 1.6871. The null hypothesis was therefore rejected. The means for the two types of universities were 3.75 for public universities, and 3.63 for private universities. The mean for both public and private universities showed that, the majority of the respondents agreed with this view implying that, most of the public and private university failed to foster integrity among its students in their respective curriculum (common courses, lectures content, practical's). This result was confirmed by one of the Registrar Academic Affairs in a public university who said;

“Fostering integrity among the students has been a big challenge due to the high number of students who come from a low socio-economic background. Many students to lie and forge examination cards during exam time due to non-payment of fees.....this puts their integrity into question among the lecturers and their peers.”

This view was further stressed by one of the Deans of students in one of the private universities who claimed that;

“The integrity of university students is questionable since due to peer influence they engage into some vices that negates our efforts of fostering national values amongst them.....”

Further analysis was done to determine whether there was a significant relationship between the specific national values mostly fostered in the university through the curriculum (common courses) offered and the type of degrees pursued by the students. This was done by the help of an ANOVA so as to determine the relationship between of type of degrees and the national values

offered through the curriculum of the various common courses in those degrees. The results are as shown in Table 16.

An ANOVA Showing the Differences between Categories of Degrees Pursued and National Values

		Sum of Squares	df	Mean Square	F	Sig.
Patriotism to university and country	Between Groups	1.067	2	.534	.617	.540
	Within Groups	327.159	378	.865		
	Total	328.226	380			
National Unity	Between Groups	2.335	2	1.167	1.288	.277
	Within Groups	342.537	378	.906		
	Total	344.871	380			
Sharing of the available resources	Between Groups	2.001	2	1.001	1.026	.360
	Within Groups	367.838	377	.976		
	Total	369.839	379			
Conforming to the rules and regulations	Between Groups	3.138	2	1.569	1.655	.193
	Within Groups	355.637	375	.948		
	Total	358.775	377			
Democracy	Between Groups	8.306	2	4.153	4.033	.018
	Within Groups	388.231	377	1.030		
	Total	396.537	379			
Participation of the people	Between Groups	7.611	2	3.806	3.904	.021
	Within Groups	366.510	376	.975		
	Total	374.121	378			

Table 16 continued

Table 16 continued

Equity	Between Groups	10.367	2	5.183	4.763	.009
	Within Groups	411.402	378	1.088		

	Total	421.769	380			
Social justice	Between Groups	10.334	2	5.167	4.608	.011
	Within Groups	423.839	378	1.121		
	Total	434.173	380			
Inclusiveness	Between Groups	6.262	2	3.131	2.655	.072
	Within Groups	445.769	378	1.179		
	Total	452.031	380			
Human rights	Between Groups	6.107	2	3.053	2.710	.068
	Within Groups	425.930	378	1.127		
	Total	432.037	380			
Accountability & transparency	Between Groups	3.123	2	1.561	1.282	.279
	Within Groups	460.505	378	1.218		
	Total	463.627	380			
Integrity	Between Groups	1.385	2	.692	.666	.514
	Within Groups	391.697	377	1.039		
	Total	393.082	379			

Source: Field data (2014)

The results showed a significant difference in the percentage means of the different categories of degrees pursued in fostering of democracy $\{F(2, 377) = 4.033, p = .018\}$, participation of the people $\{F(2, 376) = 3.904, p = .021\}$, equity $\{F(2, 378) = 4.763, p = .009\}$ and social justice $\{F(2, 378) = 4.608, p = .011\}$ in university curriculum (common courses, lectures content, practicals). This implies that the curriculum of common courses, lectures content and practicals in the universities fostered the following national values; democracy, participation of the people, equity and social justice. These finding lends credence to the finding of Aggrawal (1992) who observed that university education emphasizes the acquisition of living values by learners. It inculcates universal and ethical values such as compassion, courage, honesty, tolerance and truthfulness. Though he argues that these values are inherent in all people and acting contrary to them negates one's personhood. He concurs that university education promotes human beings to personhood.

The other national values under study did not show any significant difference between our three group means of the grouped degree of study: patriotism to university and country $\{F(2, 378) = 0.617, p = .540\}$, national unity $\{F(2, 378) = 1.228, p = .277\}$, sharing of the available resources $\{F(2, 377) = 1.026, p = .360\}$, conforming to the rules and regulations $\{F(2, 375) = 1.655, p = .193\}$, inclusiveness $\{F(2, 378) = 2.655, p = .072\}$, human rights $\{F(2, 378) = 2.710, p = .068\}$, practice of accountability, transparency participation $\{F(2, 378) = 1.282, p = .279\}$ and integrity $\{F(2, 377) = 0.666, p = .514\}$. It can be seen that their significance level is above $p = .05$ and therefore there is no any statistically significant difference in the mean of the three grouped degree of study mean. A further analysis to determine which percentage means among the different grouped degree of study were significantly different from each other was therefore carried out using the Post-Hoc Sidak. This again involved all the possible combinations of the given means. This assisted the researcher to determine which grouped degree of study significantly contributed to the fostering of the following national values democracy, participation of the people, equity and social justice. The findings are presented in Table 17.

Post-Hoc Sidak Showing the Relationship between Equity, Democracy, Participation of People and Social Justice and Grouped Degree of Study

Dependent Variable	(I) grouped degree of study	(J) grouped degree of study	Mean Difference (I-J)	Std. Error	Sig.	95% CI	
						Lower Bound	Upper Bound
Democracy	Art & Humanity	Science	.254*	.111	.038	-.01	.52
		Business	.391	.169	.063	-.02	.80
	Science	Art & Humanity	-.254*	.111	.038	-.52	.01
		Business	.137	.172	.810	-.27	.55
	Business	Art & Humanity	-.391	.169	.063	-.80	.02
		Science	-.137	.172	.810	-.55	.27
Participation of the people	Art & Humanity	Science	.283*	.108	.027	.02	.54
		Business	.286	.165	.229	-.11	.68
	Science	Art & Humanity	-.283*	.108	.027	-.54	-.02
		Business	.003	.167	1.000	-.40	.40

	Business	Art & Humanity	-.286	.165	.229	-.68	.11
		Science	-.003	.167	1.000	-.40	.40
Equity	Art & Humanity	Science	.248	.114	.088	-.03	.52
		Business	.478*	.174	.019	.06	.89
	Science	Art & Humanity	-.248	.114	.088	-.52	.03
		Business	.229	.177	.477	-.19	.65
	Business	Art & Humanity	-.478*	.174	.019	-.89	-.06
		Science	-.229	.177	.477	-.65	.19
Social justice	Art & Humanity	Science	.306*	.116	.026	.03	.58
		Business	.394	.176	.076	-.03	.82
	Science	Art & Humanity	-.306*	.116	.026	-.58	-.03
		Business	.089	.179	.945	-.34	.52
	Business	Art & Humanity	-.394	.176	.076	-.82	.03
		Science	-.089	.179	.945	-.52	.34

*. The mean difference is significant at the 0.05 level; CI= Confidence Interval

Source: Field data (2014)

A Sidak method of multiple comparisons confirms where the significant differences lie in the pairing of the groups. Table 17 shows a complex comparison using all possible combinations of type of degree pursued. The table shows a total of six sets of such differences on each national value. A Sidak post hoc test revealed that the following national values were statistically significantly higher in the sciences and Art & Humanity based curriculum (common courses, lectures content, practical's) compared to Business based curriculum (common courses, lectures content, practicals): democracy ($p=.038$), participation of the people ($p=.027$) and social justice ($p=.026$). It also revealed that equity ($p=.019$) were statistically significantly higher in the Art & Humanity and Business based curriculum (common courses, lectures content, practicals) compared to Science based curriculum (common courses, lectures content, practicals). This implies that department's curriculum mostly fosters the following national values: democracy, participation of the people, equity and social justice, and the Arts and Humanity courses should be encouraged among the students because they are the ones that foster most of the national values.

These findings corroborate with those of Aggrawal (1992) which pointed out that value education inculcates universal and ethical values such as compassion, courage, honesty, tolerance and truthfulness in students. It helps in nurturing balanced individuals thus creating a humane society. He further observed that values promote human beings to personhood. Human beings are gifted with an intellect that helps them reason about the right course of action especially in moral aspects.

Conclusion and recommendations

The findings under section 4.4 of the study established that there were significant differences between type of universities (public and private) and integrity as a national values enhanced through their curriculum (common courses, lectures content, practicals). The following national values were not enhanced in through the different curriculum at the university: patriotism to university and country, national unity, sharing of the available resources, conforming to the rules and regulations, democracy, equity, social justice, inclusiveness, human rights, practice of accountability, transparency participation and integrity.

This implies that the curriculum of common courses, lectures content and practicals in the universities fostered the following national values; democracy, participation of the people, equity and social justice in university curriculum (common courses, lectures content, practicals). The other national values under study did not show any significant difference between our three group means of the grouped degree of study: patriotism to university and country, national unity, sharing of the available resources, conforming to the rules and regulations, inclusiveness, human rights, practice of accountability, transparency participation and integrity. It can be seen that their significance level is above $p = .05$ and therefore there is no any statistically significant difference in the mean of the three grouped degree of study mean.

The following national values were statistically significantly higher in the sciences and Art and Humanities based curriculum (common courses, lectures content, practicals) as compared to Business based curriculum (common courses, lectures content, practicals): democracy, participation of the people and social justice. It also revealed that equity were statistically significantly higher in the Art and Humanities and Business based curriculum (common courses, lectures content, practicals) compared to Science based curriculum (common courses, lectures

content, practicals). This implied that department's curriculum mostly fosters the following national values: democracy, participation of the people, equity and social justice, and the Arts and Humanity courses should be encouraged among the students because they are the ones that foster most of the national values.

The study therefore recommends that National values should be captured in the content of common courses offered both in private and public universities. Mentoring of national values should also begin as early as possible in pupils' life. Students at all levels should be made to elect their own leaders in a democratic manner, observe human rights among other national values. These will go a long way in instilling national values among our university students which will enhance national cohesion and integration in Kenya.

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