

System efficiency on mobile learning system user satisfaction at Egerton University, in Kenya

Abstract

The study was confined to find out the outcome of curriculum implemented in the target schools. From 1964 to 1985. This study adopted Critical Policy Sociology (CPS) otherwise referred to as Critical Policy Archaeology which was postulated by Trevor Gale in (2001) to excavate the sites and analyze the contents/subjects of the curriculum, how actors enacted policy, and their outcomes at the target sites. The study adopted a historical research design. Data collection involved a critical review of relevant literature; including several curriculum reforms documents and oral interviews. Snowball sampling was adopted to select 12 participants. Data analysis and interpretation were done through internal and external historical criticism. Based on the literature review and documentary analysis, there was overwhelming evidence for Kenya to review education at independence since Kenyan education has its roots in the colonial past. From the findings of this study, the following conclusions were made: First, curriculum reforms/subjects enacted in the target schools were foreign subjects from English Grammar School of UK. They were rather irrelevant to the needs of the majority of Kenyans after independence. Secondly, the State-controlled policy enactment process through MOE, KIE and TSC excluded practitioners' voices. Hence, the State had power over teachers on policy formulation and implementation. Based on the findings of objective one, there is need to improve our curriculum policy (but caution should be taken especially with imported education policies and ideologies/values. Even when policies are culturally relevant, locally mediated and re-contextualized the result of transfer remains unpredictable.