

# Role of Institutions of Higher Learning in Enhancing Sustainable Development in Kenya

Osuji Gregory Ekene (Rev. Br)<sup>1</sup> Everlyn Oluoch- Suleh (PhD)<sup>2\*</sup>

1. Department of Post-Graduate Studies, The Catholic University of Eastern Africa, PO box 62157 Nairobi, 00200, Kenya
2. Department of Education, Marist International University College, PO box 24450 Karen, 00502 Nairobi, Kenya

## Abstract

Education brings about a change in the individual which promotes greater productivity and work efficiency. It remains a major component in the development of human resources and it accounts for much improvements in population quality and environmental resource management; hence, sustainable development. Improvement of human resources is not limited to the inculcation of skills and knowledge, but includes having values, positive attitudes and motives consistent with the goals and methods of development plan that will benefit the future generations. The study ascertains the role of Marist International University College (MIUC) in the enhancement of sustainable development in Kenya. It adopts a qualitative approach/paradigm and it specifically uses case study in its design. The sample size of the study consists of 15 respondents; 10 graduating students and 5 staff members. In-depth interview and document analysis guides consisting of five main research questions are used for data collection. The result of the study reveals that MIUC educates its students to be agents of liberation, transformation and development. However, it is faced by the challenge of financial constraint and limited programmes. This implies that only few students benefit from its curricula; hence the rate of diffusion of wealth of knowledge for sustainable development nationwide is low. In conclusion, the study recommends to the government to fully fund private universities as it does to public universities and it also advises MIUC to develop more attractive and market driven programmes.

**Keywords:** Role, institutions of higher learning, enhancement, sustainable development

## Introduction

Education is a critical tool for the transformation of the individual and the society and the role of Institutions of Higher Learning in re-orienting the curricula for sustainable development which aims at preparing a holistic and value-oriented individual for useful living within the society cannot be over-emphasised. The idea of sustainable development is conceived to help create healthy societies that can sustain the present generation as well as those that follow through the judicious use of economic, environmental and cultural resources. It emphasizes the ideas of directing, maintaining, and defining a suitable framework for a desired development that will involve the least risk and loss of humanity (Adekeye, 2013). It is worth to mention that in the thoughts of Ali and Jawad (2001), sustainable development creates awareness of not decreasing the main balance of the environmental materials of the society or the state with the passage of time where the natural resources balance must be preserved through the effective actions in order to achieve the least level justice for future generations. The concepts of education and development have taken on a normative dimension starting from the 1990s, into this 21<sup>st</sup> century. Development is no longer conceived in descriptive terms, but a global process of social change that should be understood in purely human terms. The normative perspective in development emphasizes the fact that men, women and children must be at the centre of any development efforts. The relationship between education and development within this normative dimension should then be to sensitize governments, policy makers, institutions of learning and individuals to adopt a human centred approach to development planning. Development according to Olaifa (2012, p.88) involves “the progressive improvement on the existing socioeconomic status of a people based on a cohesive effort of the political class, the elites and the entire polity.” He further looks at it as an all inclusive movement which aims at improving the lifestyle and the quality of life of citizens in a creative manner. In support of this creative dimension, Babawale (2007) asserts that development implies creative responses to social, political and economic affairs. His assertion really calls for sustainable development which is emphatically about preservation. Sustainable development is defined as the development which meets the needs of the present without compromising the ability of future generations to meet their own needs (United Nations, 2010). It has been conceived by various authors in terms of vision expression, value change, moral development, social reorganization or transformation and process towards a desired future or better world (Gladwin, Kennelly & Tara-Shelomith, 1995; Okah & Wali, 2014). Adekeye (2013) on his part, views it as an ethical framework for using the nation’s resources efficiently, creating effective infrastructures and relationships, protecting and enhancing the quality of lives, and creating new business channels to strengthen the economy. Sustainable development is also referred to as the state of maintaining and ensuring constant development of the people, or the socio-economic, political, and cultural survival of a nation from one generation to the other. Everything about sustainable development is geared towards the future generation. It asks this question: how can we use the natural resources at our disposal bearing in mind our children, grand

children, great grand children, just to mention a few? We need to meet our needs without compromising the need of the future generation. This is the reason education should aim to develop particular attitudes and values such as solidarity, social justice and environment awareness in the educand. It also needs to equip the educand with adequate knowledge and skills so as to empower him/her to transform the society. With this, Olaifa (2012, p.88) convincingly declares that sustainable development “demands the commitment, pro-activism and popular participation, not neglecting the sustenance of the natural environment to be able to eke out and sustain a good life, beneficial to all within the polity.” Education is the bedrock of development in any nation and sustainable educational development is the foundation and building blocks for sustainable socioeconomic development (Osuji, 2011). This means that education contributes to improvements within the social, economic and personal domains of a person’s life. Development is the primary goal of every well meaning government and it is essentially dependent on the level of economic activities in a country which is enhanced by education through the Institutions of Higher Learning. Education for sustainable development is seen as a process of equipping learners with the right understanding and knowledge, skills and abilities required to work and survive in a way that safeguards the environment and the socioeconomic well being, both in the present and future generation. Wals and Kieft (2010, p.13) also see education for sustainable development as the “vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth’s natural resources.” Looking critically at Wals’ and Kieft’s conception of education for sustainable development, it is of paramount importance to note that they are emphasizing the aspects of learning that enhance the sustainability of future education, citizenship education, education for culture of peace, gender equality and respect for human rights, health education, population education, environmental education and education for sustainable consumption. Howard, Butcher and Egan (2010) assert that the importance of the role of education in assisting people to move beyond disadvantage is based upon positive correlations between education and the health, resilience and wellbeing of people. They further state that a number of studies have indicated that relevant education can lead to improvements in self-confidence, self-efficacy, competencies, communication skills and civic engagement, a sense of belonging to a social group and substantive freedoms and capabilities. Ngara (1995, p.20) agrees with them by indicating that educated people can transfer their skills to others and this will increase the productivity of others and lead to growth in the economy. His claim hinges on the human capital theory that postulates that the most efficient path to the national development of any society lies in the improvement of its population, that is, its human capital. Here, Theodore Schultz one of the human capital theorists claims that education is not to be viewed simply as a form of consumption but rather as a productive investment. He continued that education does not only improve the individual choices available to men, but that an educated population provides the type of labour force necessary for industrial development and economic growth. For him, investment in education has traditionally been justified by optimistic assumptions, the first being that an educated population contributes to the socioeconomic development of the society as a whole, and the second, that education contributes to the wellbeing of individuals within the society (Schultz, 1980). Despite the criticisms of the human capital theory at the individual level on the extent to which education is directly related to improvements in occupation or income, human capital theorists generally assume that after all the known inputs into economic growth have been explained, much of the unexplained residual variance represents the contribution of the improvement of human capital, of which education is seen as most important (Fagerlind & Saha, 1983).

Kenya has economic, social, cultural and political problems just like any other African country. She is beset by a plethora of major socio-economic problems and disasters such as persistent droughts, hunger resulting from inadequate supplies of food, disease and low life expectancy level, an undeveloped industrial base, low and unevenly distributed per capita income, high unemployment level, illiteracy, a critical shortage of skills in science and technology, poor housing conditions, poor transport, shortage of educational materials, just to mention a few. As a result of this, institutions of higher learning in Kenya must be at the centre of the search for solutions to the above problems. As Ngara (1995) clearly puts it, they must serve as a vital component of the multidimensional machinery that is required to move the wheels of history forward and to set the country firmly on the road to economic recovery, industrialization and development. This calls for a redefinition of their mission and a review of their curricula because school curriculum is considered important to achieve the educational purposes for sustainable development (Alelaimat & Taha, 2014). Therefore, education must provide the educand with the information, skills, values and directions regarding the environment in which he/she lives and in which his/her children and grandchildren will live in the future. It must help the educand to work to preserve the environment and modify behaviour in order to accomplish a sustainable world.

This study therefore analysed the vision and objectives of the curricula of Marist International University College (MIUC), Nairobi, Kenya. It delimited itself to the Bachelor of Education – Arts (B.Ed - Arts) and Bachelor of Business Management (BBM) programmes and their contribution towards sustainable development in Kenya. Significantly, the study will complement existing studies and also contribute positively to theory and field of study. The findings will be an eye-opener to the Ministry of Education, Commission for University Education, the Senate of the Catholic University of Eastern Africa, the Board of Governors and the

Management Board of MIUC on the need to improve the existing curricula and focus more attention to education for sustainable development. It will also help them to consider allocating more funds on human and material resources in the College for excellence in the enhancement of sustainable development. The study will be beneficial to the College because it will help it to retain the quality of education it offers to its students. For students and lecturers, the study will provide for them a vehicle for developing their potentials fully and contribute to the positive transformation of the society. Finally, Parents and guardians will also benefit from their wards' wealth of knowledge and financial contribution to the family in the future as a result of the acquired knowledge, skills, values and positive attitudes.

### ***Statement of the Problem***

Human beings, in their search for economic development have abused the environment of living things. Environmental degradation, social breakdown, moral decadence, psychological turmoil, cultural dislocation, insecurity and economic depression are some of the problems that threaten human existence today. Following Ngara (1995, p.1), "it is a temptation for academics and leaders of academic institutions to imagine that the university is a magic wand that can manufacture a panacea for all the problems of Africa." Does it also mean that the university cannot influence through its standardized curricula the quality of life of our people, the development of science and technology, the pace of industrialization and the direction and pace of social and economic development of Kenya? Non-reviewed curricula, insensitivity to the environment, economic decline, high rate of unemployment among the youth, youth radicalization, corruption, tribalism, political patronage, just to mention a few has made some institutions of higher learning in Kenya not to play an effective role in national sustainable development. It is high time these institutions re-oriented their curricula and redefined their mission; for without a clear definition of their roles and functions, they are in danger of not making a positive impact on economic, social and cultural development; hence, sustainable development. This is due to the fact that the idea of sustainable development has been raised as a strategy by which communities seek economic development through approaches that benefit the local environment and quality of life.

There have been many researches done on education for sustainable development which focused more on Education for All (EFA) and the Millennium Development Goals (MDGs), sustainable development in higher education which focused on competence development in higher education, teaching and learning for sustainable development that focused on technology education, sustainability in management and business education, just to mention a few. However, none of the studies reviewed looked at the curriculum of institutions of higher learning in promoting sustainable development. It is against this backdrop that this study explored the contribution of the curricula of Marist International University College, in promoting sustainable development in Kenya.

### ***Purpose of the Study***

The purpose of this study was to ascertain the role of Marist International University College in the enhancement of sustainable development in Kenya.

### ***Research Questions***

The study was guided by five research questions as follows:

- 1. What is the vision of Marist International University College?**
- 2. What are the objectives of Marist International University College's Curricula?**
- 3. How do the Curricula of Marist International University College contribute to sustainable development in Kenya?**
- 4. What are some of the challenges Marist International University College encounters in enhancing sustainable development in Kenya?**
- 5. What are some plausible solutions to these challenges?**

### ***Methodology***

The study adopted a qualitative approach/paradigm and it specifically made use of case study in its design. Case study helps the researcher to develop an in-depth analysis of a case, often a programme, event, activity, process, or one or more individuals. It is bounded by time and activity and the researcher collects detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995; Yin, 2009, 2012 & Creswell, 2014). A case study consists of the intensive observation of a single unit and this may be an individual person, school, and district, just to mention a few. The researchers chose this design because they were conducting an in-depth study to produce a conclusive finding on the role of Marist International University College (MIUC) in the enhancement of sustainable development in Kenya.

The target population of the study comprised all the staff and students of the College. These individuals were relevant to the study because they are the ones fully involved in the implementation and consumption of the curricula of the College.

MIUC, a Constituent College of the Catholic University of Eastern Africa is situated in Karen, off Langata Road, opposite Hillcrest Schools. The College is a Roman Catholic institution of higher learning founded in

1986 by the Marist Brothers of the Schools, an International Institute of Religious Brothers located in over 77 countries world- wide, and with headquarters in Rome, Italy. The Marist Congregation dedicates itself to the education of young people in primary, secondary and tertiary educational centres and works for the education of youth outside mainstream educational institutions. MIUC, originally called Marist International Centre (MIC), was established as a post-novitiate centre for Marist Brothers of Africa and Madagascar. Later, it broadened its scope to embrace the needs of the church and society in Kenya and opened its programmes to all students other than young Marist Brothers. The College is owned by the Conference of Major Superiors of the Marist Brothers in Africa and Madagascar and its administration is governed by the rules and regulations laid down by the Board of Governors of the College. MIUC's Curricula are approved by the Senate of the Catholic University of Eastern Africa and the Commission for University Education in Kenya. As a University College, it is committed to Marist Educational values of Presence, Simplicity, Family Spirit, Love for Work and In the Way of Mary (Marist International University College, 2012).

The study made use of non-probability sampling technique in its sampling and the researchers purposively sampled 15 respondents; 10 graduating students and 5 staff members – two from the Department of Education, two from the Department of Business and one from the Administration.

The instruments for data collection were an in-depth interview guide consisting of three major questions and a document analysis guide consisting of two questions. The reasons for these instruments were to have an in-depth data collection involving multiple sources of information so as to ensure that data collected are rich, robust, comprehensive and well developed; again, for the fact that a single method of data collection may not shed more light on a phenomena under study. The questions were put in a neutral manner and the researchers were able to listen attentively to the participants' responses and asked follow-up questions and probes based on the responses; they also studied keenly and analysed the objectives of MIUC's Bachelor of Education – Arts (B.Ed Arts) and Bachelor of Business Management (BBM) Curricula. The trustworthiness of the interview guide was ascertained by the interview training that the researchers were subjected to and the thorough check of the interview guide. One expert in Research and Evaluation and another in Curriculum Studies & Instruction helped the researchers in these exercises and their suggestions were fully adhered to. Also, the credibility of the instruments was increased by the methodological triangulation used in the research. The prolonged engagement with the data during analysis in which data was read and reread and the confirmation of data as true records from the respondents determined the trustworthiness of the study. The administration of the interview guide was conducted face-to-face.

The data of the study were analyzed qualitatively, the interviews were transcribed, and all the data were grouped according the interview guide and document analysis guide questions. The grouped data were analyzed using NVivo and descriptive coding techniques. Codes were developed into categories, and then themes were identified from the categories based on the research questions of the study. The analyses were presented in narrative and diagrammatical forms.

### **Results (Findings)**

The results of the study were presented in accordance with the research questions as follows:

#### **Research Question One: What is the Vision of Marist International University College?**

The findings of the study expressed that the vision of Marist International University College is to be a leading international educational institution that forms religious and lay graduates who are agents of liberation, transformation and development of humanity. This also brought about the aspect of mission and core values of the College. It was found out that the mission of this College is to provide holistic education that will equip students with Christian values, knowledge and skills for the work of Christian education and development of the society. The College has ten core values as follows; love of God and neighbour, respect for human life, lawful authorities and colleagues, concern for the poor, integrity, generosity, leadership, patriotism, love for work, sensitivity to the environment and self-discipline. This is illustrated in figure 1 below:

Marist International University College stressed more on being a leading Regional and International educational institution that produces graduates who are agents of change in various fields for global service and who have quality education, training and research skills for sustainable development.

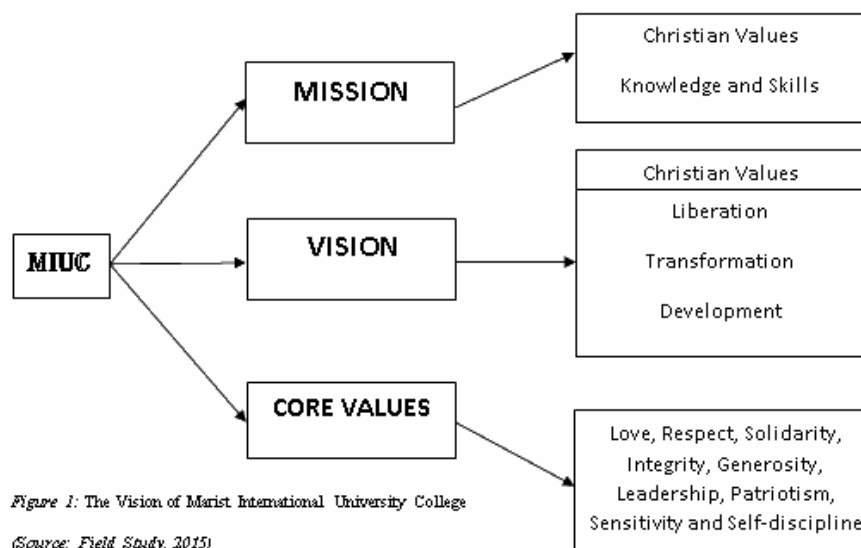


Figure 1: The Vision of Marist International University College  
 (Source: Field Study, 2015)

**Research Question Two: What are the Objectives of Marist International University College’s Curricula?**

The study found out that the Bachelor of Education – Arts (B.Ed Arts) Curriculum which has the main aim to train professional teachers who have the requisite knowledge, skills and values to teach in secondary schools and colleges, and who will transform their society through Christian principles has the following objectives; to produce graduate teachers who are competent in terms of knowledge, skills, and attitudes to teach in secondary schools, to produce competent graduate teachers who participate in teaching curriculum, administrative and community life of schools, to develop in the graduate teachers social commitment and critical understanding of the changing nature of society and the community, and to inculcate in the graduate teachers sound moral and religious values that can mould the youth into responsible citizens.

With regard to the Bachelor of Business Management (BBM) Curriculum, it was found out that the goal of this curriculum is to equip graduates with theoretical, practical and innovative business management knowledge and skills within sound Christian contexts to prepare them to effectively and ethically manage businesses in today’s business world for responsible and productive living in their society. It has the following objectives; acquisition of basic knowledge, skills and attitudes in order to: apply and transfer business knowledge to the work environment, provide practical solutions that are environment friendly, apply relevant Information, Communication and Technology (ICT) skills to solve emerging problems in business environments, apply ethical practices, self-drive and creativity in all business activities; and to communicate effectively in the workplace. The figure 2 below summarizes it well.



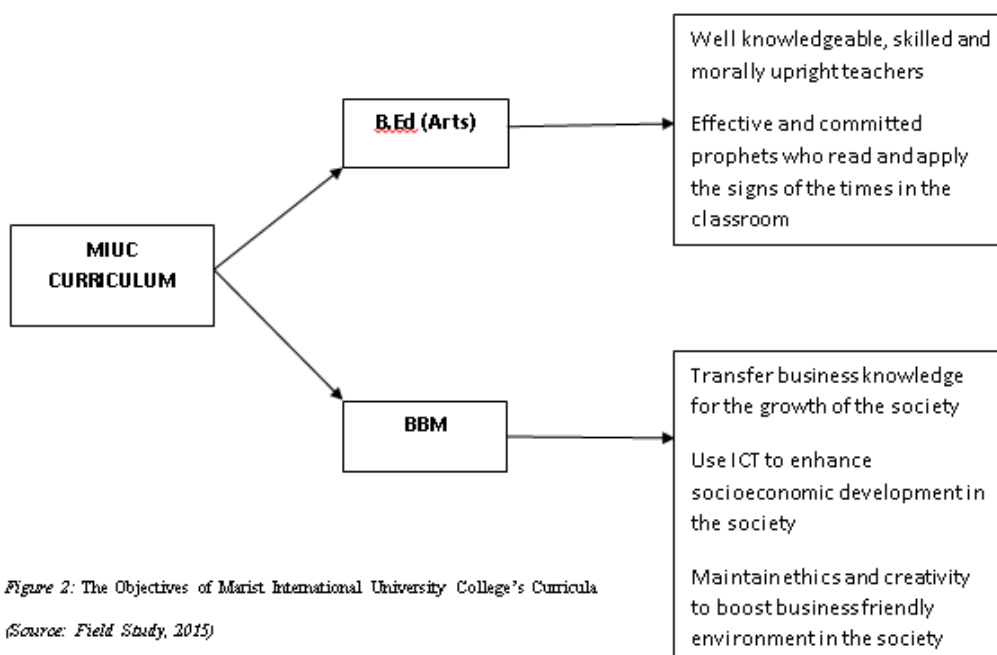


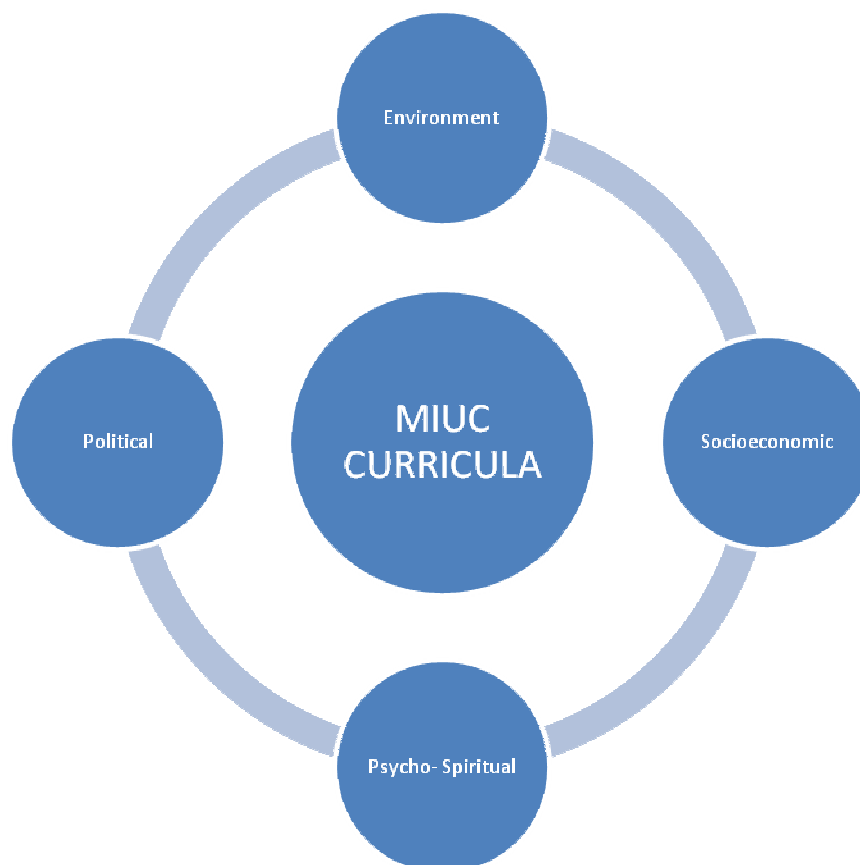
Figure 2: The Objectives of Marist International University College's Curricula  
 (Source: Field Study, 2015)

It was also found out that enlightened and strengthened by the Marist spirituality of passion for God and compassion for people, Marist International University College focuses on disciplined and value based strategies that provide programmes and services for the education of young people, especially the most neglected, for responsible and productive living in society; that the Bachelor of Education, Arts (B.Ed.-Arts) has Education Units and any two of the following Teaching Subjects: English Language, Literature in English, Kiswahili Language, Geography, History, Mathematics, Christian Religious Education, and Business Studies. This programme; B.Ed – Arts, is therefore based on both theoretical and practical approaches in the training of professional secondary school teachers in knowledge, skills and attitudes that will equip them to be agents of liberation and transformation.

It was also discovered that the Bachelor of Business Management (BBM) has specializations on Business Administration, Accounting, Human Resource Management, and Marketing. Due to decline in ethical business standards and practices, there is a clarion call for the training of business managers in ethical business practices by sensitizing them on matters of essential humanity and morality. This is specifically what the curriculum of BBM does to its graduates.

**Research Question Three: How do the Curricula of Marist International University College contribute to Sustainable Development in Kenya?**

The study found out that Marist International University College equips its students with values, knowledge, attitudes, capabilities and skills for entrepreneurship, personal management, in order to enable them to contribute to the common good and development; that the curricula of MIUC is up to date and it is relevant in the present society. It gives holistic formation to its students by informing, forming and transforming and it also enables them to be innovators and job creators for the good of the society. MIUC's Curricula touch on key areas of the society such as the environmental aspect, socioeconomic aspect, political aspect and the Psycho- spiritual/ethical aspect which contribute to sustainable development. The figure below illustrates it better;

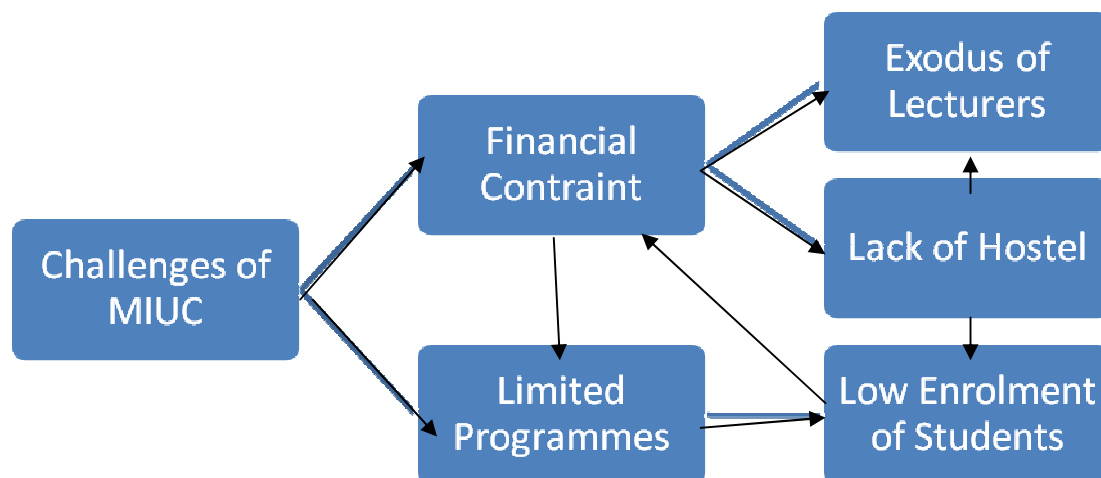


*Figure 3: The Contributions of Marist International University College's Curricula to Sustainable Development (Source: Field Study, 2015)*

MIUC's curricula enable students to develop a mutual relationship with self, others, God and the environment. Environmental education that MIUC offers, for example, creates awareness in the students of the need to conserve the biodiversity for sustainable development. MIUC's curricula closes the gap that gender disparity creates and gives everybody freedom to participate freely in all the activities of the College; both elective and non-elective positions are open for both genders.

**Research Question Four: *What are some of the Challenges Marist International University College encounters in enhancing Sustainable Development in Kenya?***

The findings of the study revealed that the enhancement of sustainable development requires a real change of mentality, attitudes and perceptions. It is a common belief that people go to universities to get certificates with which to seek for jobs. People have grown with this mentality and to change it is a herculean task. Not many young people are ready to embrace the new curricula with emphasis on being innovators and job creators; rather, they prefer to be job seekers. Despite the astounding efforts of Marist International University College in promoting sustainable development in Kenya, the institution is still plagued by the following challenges; financial constraint, low enrolment of students, limited programmes, lack of hostels, and mass exodus of lecturers. The figure 4 below represents it well.



*Figure 4: The Challenges Marist International University College encounters in enhancing Sustainable Development in Kenya*

*(Source: Field Study, 2015)*

It was also found out that some of the challenges that MIUC encounters in enhancing sustainable development in Kenya are drug and substance abuse among students, irregularity to lectures among students and lecturers, lack of visibility of MIUC in Kenya and limited opportunities in participating in co-curricular activities.

***Research Question Four: What are some plausible Solutions to the Challenges Marist International University College encounters in enhancing Sustainable Development in Kenya?***

The study revealed that MIUC has adopted the method of an untiring effort in creating awareness in the students to appreciate the need for its curricula. Some of the plausible solutions to the challenges MIUC encounters in enhancing sustainable development in Kenya are as follows; explore the possibilities of making MIUC known in the country in order to attract more students who will benefit from the rich curricula, develop more attractive and marketable programmes, put up structures to motivate both lecturers and students and encourage creativity so as to enhance sustainable development, approach the Government for grants to support the College, partner with many like-minded universities in and out of the country for effective linkage and transfer of knowledge, erect hostels for students and if possible for lecturers also, adopt a zero balance school fees and lastly, adopt an aggressive advertisement dimension. The solutions are summarized thus;





*Figure 5: The Plausible Solutions to the Challenges Marist International University College encounters in enhancing Sustainable Development in Kenya (Source: Field Study, 2015)*

### Discussion of the Findings

Graduates who are agents of liberation, transformation and development of humanity form the main vision of Marist International University College. As a catholic institution of higher learning, it tends to emphasise the importance and influence education has in the life of man and woman. This is due to the fact that men and women, more aware of their dignity, want to take an active part in social, economic and political life. This actually draws our attention to St. Thomas Aquinas who made a unique transformational contribution in education by developing a unique intellectual-praxiologic-paradigm of five instrumentum-sophia of educational equilibrium. Among the five are integral liberation, integral development and integral transformation that form the vision of MIUC. Majawa (2014) vividly puts it that in integral liberation, true education brings freedom from the five enemies of humanity: ignorance, poverty, disease, atheism and immorality. It actually brings holistic independence to the mind, person, community and nature. In integral development, it is worth to mention that true education leads to holistic measurable development and improvement of quality of life. It leads people to self-definition, self-reliance, self-propagating, self-transforming; hence sustainability. Lastly, true education prepares one for the highest value of life to experience total happiness and transformation. Borrowing a leaf from St. Augustine; our hearts are restless until they rest in God. This therefore asserts that MIUC is on the right track with regard to its vision.

Drawing from the objectives of MIUC's curricula, it is clear that the curricula form graduates who are grounded in knowledge, skills and who are morally upright. The curricula also form graduates who are effective and committed in their duties; graduates who are available to transfer their business knowledge for the growth of the society, use ICT to enhance socioeconomic development and lastly, maintain ethics and creativity to boost a friendly environment in the society. To be candid, this is what our society needs today for sustainable development. We need graduates who are grounded in knowledge, skills, attitudes, and values and who are conscious of our natural environment; also, are able to transfer their wealth of knowledge for the sustained good of the society. In support of this, Pavlova (2013) affirms that sustainability is a value that is concerned with dealing with the natural environment and resources in such a way that we do not deprive future generations of the opportunities that we ourselves enjoy.

The role of MIUC's curricula in contributing to sustainable development in Kenya cannot be over-emphasised. MIUC's curricula enhance environmental, socioeconomic, political and psycho-spiritual

development in her graduates. MIUC provides an environment conducive to teaching and learning. It accommodates both the rich and poor because of its affordable fees and this provides opportunities to the poor who finally through the education acquired transform their families, villages and the nation as a whole. As an institution of repute and Christian foundation, its curricula offer holistic formation to its graduates and help them become productive in the society for sustainable development. The B.Ed (Arts) and BBM curricula are designed to comprehensively address key issues of sustainable development such as management and the utilization of development resources without compromising the ability of future generations to meet their own needs. This is actually the role that all institutions of higher learning in Kenya should play because according to Barth, Godemann, Rieckmann and Stoltenberg (2007) higher education for sustainable development needs to enable people to not only acquire and generate knowledge, but also to reflect on further effects and the complexity of behaviour and decisions in a future-oriented and global perspective of responsibility.

Despite the role of MIUC in enhancing sustainable development in Kenya, it is faced by the challenges of financial constraint, limited programmes, and low enrolment of students, exodus of lecturers and lack of hostels. Financial sustainability is the key for the boost of any institution in every respect. Limited programmes, exodus of lecturers and lack of hostel are as a result of low funds. These now have adverse effect on the enrolment of students in MIUC. Looking at it critically, if there is low enrolment of students, consequently, there will be minimal funds to run the institution because most of the money comes from school fees. This is one of the reasons institutions of higher learning do not need to focus only on the school fees of students for their funds but rather diversify their avenues of getting funds; a clarion call for income generating initiatives. This diversification may be in the form of investments, buying of shares, agriculture, animal husbandry and fishery, just to mention a few. When money flows in an institution, more programmes are developed, students' enrolment increases and lecturers are retained. To be candid, achieving institutional financial sustainability is a goal that all non-profit organisations strive for because according to León (2001), financial sustainability enables an institution to cover administrative costs and to prioritize its activities so as to accomplish its mission without undergoing interminable negotiations with donors who may or may not agree with its vision or with its cost percentages. He further states that long-term commitment, leadership, investment of time and money, business plan, effective management team and team work are six essential elements for the achievement of financial sustainability in an institution.

With regard to the above challenges therefore, attractive programmes, effective marketing, partnership and motivation are the key plausible solutions that can help MIUC to effectively enhance sustainable development in Kenya. More attractive and marketable programmes will increase enrolment of students to MIUC. Consequently, many students will have the opportunity to acquire Marist education and diffuse their wealth of knowledge, skills, attitudes and values for the transformation of the Kenyan society and beyond. It is worth to mention that the quality of learning experience that an institution provides will depend on the quality of the teacher, the quality of teaching and the appropriateness of the content (Ngara, 1995). What is at issue here is the relevance of the programme which leads to the quality of the learning experience. It should also be noted that the most effective learning experience is provided when the teacher is adequately qualified to guide the student and employs the most effective methods of teaching basing his/her teaching on the most appropriate content in terms of both relevance and quantity. Some lecturers always leave an institution that moulded them after obtaining their doctorate degrees to more buoyant institutions that can cater for their needs. This brings us to the issue of motivation which is necessary to retain both students and staff in an institution of higher learning. Motivation could be described as a driving force that makes people willingly want to put in their best in what they do. Luthans (1998) asserts that motivation is the process that arouses, energizes, directs and sustains behaviour and performance. In a study on effect of work motivation on job satisfaction in mobile telecommunication service organisations of Pakistan, Saleem, Mahmood and Asif (2010) emphatically state that there is a positive relationship between motivation and job satisfaction; that to increase job satisfaction level of employees, there is need for the organisation to concentrate mainly on incentive and reward structure. With this therefore, we can also conclude that if MIUC's lecturers are fully motivated, they will put in their best for the transformation of the college and desist from 'moonlighting.' On the aspect of students, effective marketing and partnership with institutions of repute will be a source of motivation for them because it creates an avenue for the visibility of their noble college. When people recognise and acknowledge their college, it is a motivational factor for them because it will make them have a sense of belonging as members of an institution of higher learning.

The findings of this study are very important especially to young institutions of higher learning with regard to the management of these institutions. The study has been able to explore and analyze the vision and objectives of MIUC's curricula and how they are geared towards sustainable development in Kenya. However, the analysis of the contents of each programme of MIUC, the lecturers' qualifications and their teaching methodologies will be of great interest for subsequent researchers. This is due to the fact that for our curricula to produce the desired results, our approach to teaching and learning should be designed to establish a new set of relationships; a

relationship between the learner and knowledge, the learner and the teacher, and between the learner and the world of work and society at large.

### Conclusion and Recommendations

The role of institutions of higher learning in enhancing sustainable development and in promoting the interests of the nation has been recognised worldwide. One only needs to cite the fact that many of our reputable men and women in different walks of life are products of institutions of higher learning. Institutions of higher learning stand at the apex of the education system as a place for the pursuit and dissemination of knowledge, skills, attitudes and values. However, economic decline in Kenya, for example, has been a key reason for the failure of these institutions to play a truly effective role in sustainable national development. Marist International University College, one of the institutions of higher learning in Kenya, has made immense contributions to sustainable development in Kenya. Its visionary aspect of liberation, transformation and development is something to reckon with. Also its role of informing, forming and transforming its educand for the good of the society cannot be over-emphasized. Despite this, its financial constraint and limited programmes call for a greater attention because as could be argued, without a clear definition of mission and without strategic planning, MIUC is in the danger of not making a positive impact on economic, social, political, psycho-spiritual and cultural development of Kenya, hence; sustainable development. The study therefore makes the following recommendations:

1. The Government should acknowledge the role private universities in Kenya are playing for sustainable development and fund them fully as it funds public universities.
2. The Ministry of Education should allow students to choose universities of their choice; private or public and disburse bursaries to them accordingly.
3. Parents and guardians should always endeavour to pay up the school fees of the wards on time for the smooth running of the institution.
4. Marist International University College should develop more programmes needed in the labour market so as to attract more students and enable these students to diffuse their wealth of knowledge nationwide for sustainable development.
5. MIUC should create an effective linkage with other institutions of higher learning so as to be more abreast with the emerging issues in the global education world.
6. The marketing team of MIUC should embark on an aggressive marketing of the institution through diverse marketing strategies so as to enable the institution to have visibility in the whole country.
7. The Board of Governors and Management Board of MIUC should erect hostels for students in order to boost their enrolment and retention.
8. MIUC's Administration should fully motivate her staff and students through incentives and a quality environment conducive for learning that is void of gossip, maltreatment and favouritism.
9. Staff and students of MIUC should take it as their duty to promote their institution wherever they go and to desist from talking ill about their cherished institution.

### List of References

- Adekeye, D.O. (2013). An alternative platform for sustainable development: A social reform agenda for Nigerian intellectuals. *Africa TODAY*, 60 (3), 103-117
- Alalaimat, A.R., & Taha, K., (2014). Sustainable development and values education in the Jordanian social studies curriculum. *Education*, 134 (2), 135-153
- Ali, M. & Jawad, A.M., (2001). *Geography information system*. Jordan: Serenity House.
- Babawale, T., (2007). *Culture, politics and sustainable development: Lessons for Nigeria*. Lagos: Concept Publications.
- Bath, M., Godemann, J., Rieckmann, M., & Stoltenberg, U., (2007). Developing competencies For sustainable development in higher education. *International Journal of Sustainability In Higher Education*, 8 (4), 416-430.
- Creswell, J.W., (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> ed.). Los Angeles: SAGE
- Fagerlind, I., & Saha, L.J., (1983). *Education and development*. UK: Pergamon Press.
- Gladwin, T.N, Kennelly, J.J., & Tara-Shelomith, K., (1995). Shifting paradigms for sustainable development: Implications for management theory and practice. *The Academy Management Review*, 20 (4), 874-907.
- Howard, P., Butcher, J., & Egan, L., (2010). Transformative education: Pathways to identity, independence and hope. *Gateways: International Journal of Community Research and Engagement*, 3, 88-103.
- León, P., (2001). *Four pillars of financial sustainability*. USA: The Nature Conservancy.
- Luthans, F., (1998). *Organisational behaviour* (8<sup>th</sup> ed.). Boston: Irwin McGraw-Hill.

- Majawa, C., (2014). *Patristic education*. Nairobi: Scroll Technologies.
- Marist International University College, (2012). *Student handbook*. Nairobi: MIUC
- Ngara, E. (1995). *The African University and its mission*. Lesotho: Moriga Printing Press.
- Okah, R.I., & Wali, W., (2014). Insecurity in Nigeria: Implications for sustainable national development in Nigeria. *International Journal of Academic Research*, 6 (4), 244-250.
- Olaifa, T. (2012). Corruption and sustainable peace in Nigeria: Equipping youth for reconstruction. *International Journal on World Peace*, 19 (3), 85-101.
- Osuji, G.E., (2011). *Forms and extent of examination malpractice among public secondary school students in Orlu Local Government Area of Imo State: An Ethnographic study* (Unpublished Master's thesis). Imo State University, Owerri, Nigeria.
- Pavlova, M., (2013). Teaching and learning for sustainable development: ESD research in Technology education. *International Journal of Technology & Design Education* 23, 733-748
- Saleem, R., Mahmood, A., & Asif, M., (2010). Effect of work motivation on job satisfaction in Mobile telecommunication service organisations of Pakistan. *International Journal of Business and Management*, 5 (11), 213-222.
- Schultz, T.W., (1980). Investment in entrepreneurial ability. *Scandinavian Journal of Economics* Wiley Blackwell, 82 (4), 437-438.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- United Nations, (2010). Sustainable development: From Brundtland to Rio (2012). Background Paper prepared for consideration by the high level panel on Global Sustainability at its first meeting, UN Headquarters, New York.
- Wals, A. E., & Kieft, G., (2010). Education for sustainable development. *Sida Review*, 13, 1-48
- Yin, R. K., (2009). *Case study research: Design and methods* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Yin, R. K., (2012). *Applications of case study research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

### CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

**Prospective authors of journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

### MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

### IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

