KENYATTA UNIVERSITY
SCHOOL OF EDUCATION

BOOK OF ABSTRACTS & PROGRAMME

HYBRID 8TH INTERNATIONAL ANNUAL OCTOBER CONFERENCE ON EDUCATION AND LIFELONG LEARNING



6th - 7th October 2022

Kenyatta University

Nairobi - Kenya

Theme: "Optimizing Holistic Education for Sustainable Development"

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on 6th & 7th October 2022

Kenyatta University

Nairobi-Kenya

School of Education and Lifelong Learning
Kenyatta University

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HISTORICAL BACKGROUND OF KENYATTA UNIVERSITY SCHOOL OF EDUCATION AND LIFELONG LEARNING

The history of the School of Education is intricately intertwined with that of Kenyatta University. Its roots are traced from 1965 when the British Government handed over the then Templer Barracks to the Government of Kenya. The barracks were converted into a teacher training college known as Kenyatta College for training secondary school teachers. In 1970, following an Act of Parliament, Kenyatta College became a constituent college of the University of Nairobi. Consequently, in 1972 Kenyatta University College admitted its first batch of 200 students to pursue a bachelor of education degree. In 1978, the faculty of education was transferred from the University of Nairobi to Kenyatta University College where it offered both degree and diploma certificates in education. The faculty had four departments namely Educational Foundations, Educational Psychology, Educational Communication and Technology and Educational Administration, Planning and Curriculum Development. When Kenyatta University College achieved full university status in 1985, the Faculty of Education was one of the three faculties established in the new University alongside the faculties of Humanities and Science.

Currently the School has six departments which are :

- Educational Foundations
- Educational Management Policy & Curriculum Studies
- Educational Communication & Technology
- Educational Psychology
- Early Childhood & Special Needs Education
- Library & Information Science

The School is headed by an Executive Dean, assisted by a Deputy Executive Dean.

CHIEF GUEST



Dr. Eusebius Mukhwana BVM., MSc., PhD (HSC)
Director General, Kenya National Qualification Authority

Dr. Mukhwana currently serves as the Director General/ Chief Executive Officer at the Kenya National Qualifications Authority (KNQA) since 6th August 2018. He has worked in the Agriculture and higher education sectors in the NGO, University, and Educational sectors both locally and internationally.

He holds a Bachelor's degree in Veterinary Medicine (1993) and M.Sc. in Pharmacology and Toxicology (1995) both from the University of Nairobi, Kenya, and a **Ph.D. in Soil Science** from the **University of Wyoming** in the USA.

He has worked in top management Deputy CEO (Commission for University Education) in the public and private sectors for over 20 years. Between 2011 and 2013, he worked as a Senior Lecturer and Chairman of the Department of Land and Water Management (and Acting Dean, School of Agriculture), University of Embu. From 2013 to 2017 he served as the Deputy Commission Secretary/Deputy CEO at the Commission for University Education in Kenya; in charge of Planning, Research and Development.

At KNQA, he has been instrumental in operationalizing and implementing the Kenya National Qualifications Framework. He working together with others experts in the Development of the African Continental Qualifications Framework (ACQF). Dr. Mukhwana was recently appointed by the Ministry of Education to help in development IGAD Regional Qualifications Framework.
He is currently working with the Government of Lesotho to Develop national policies on Recognition of Prior Learning and the national Credit Accumulation and Transfer system.

Dr. Mukhwana is an accomplished Leader and Researcher in Higher education in Africa and has received many national and international awards for his work in improving Agriculture and Higher Education in Africa.Dr Mukhwana serves as a member of the Board of Directors of the Regional Universities Forum in Agriculture (an Association of 113 Agricultural Universities in Africa) RUFORUM.

KEYNOTE SPEAKER



Prof. Hubert Gijzen
UNESCO Regional Director for Eastern Africa

Prof. Hubert Gijzen (The Netherlands) holds a PhD in Biotechnology, and has an established career of over 38 years in both academics and international cooperation for sustainable development.

Throughout his career, he has lived and worked in various countries in Africa, Asia, Latin America, and Europe, in a range of senior functions as Full Professor and Chair in Universities, as a Diplomat,

Team Leader, Regional Representative, and currently as UNESCO Regional Director and Representative. Besides his current work for UNESCO, he holds academic positions as full Professor of Environmental Biotechnology at IHE Delft Institute for Water Education (since 1995) and as Visiting Professor in other institutions.

He has published over 400 articles and books, and presented numerous keynotes in the fields of water management, microbiology, environmental sciences, biotechnology, and sanitary and environmental engineering. He also covered topics on international cooperation, sustainable development, the MDGs,

SDGs, big data and climate change. He served in various international advisory functions and on Boards of prestigious Institutes and programmes.

Hubert Gijzen joined the UN in 2006 as the Director of the UNESCO Regional Science Bureau for Asia and the Pacific based in Jakarta, Indonesia. In 2015, he was appointed as the Regional Director of the UNESCO Regional Office for Southern Africa in Harare, Zimbabwe. As per July 2021 he serves as UNESCO Regional Director for Eastern Africa in Nairobi, and as UNESCO Representative to Kenya, Comoros, Djibouti, Eritrea, Madagascar, Mauritius, Rwanda, Seychelles, Somalia and Uganda. He is the UNESCO Representative to SADC and COMESA, serves on the UN Regional Directors Team and is member of the UN Regional Coordination Platform for Africa.



Prof. Sarah Dryden Peterson
Harvard Cambridge,

KEYNOTE SPEAKER

Sarah Dryden-Peterson is Associate Professor at the Harvard Graduate School of Education and Director of Refugee REACH, bringing together educators, researchers, and policymakers in co-creating quality education and welcoming communities in settings of mass displacement. She teaches courses on qualitative research methods, education in armed conflict, and education in uncertainty. She is the author of *Right Where We Belong: How Refugee Teachers and Students are Changing the Future of Education* (Harvard University Press, 2022).



Prof. Mupa Paul
Associate Professor
Zimbabwe Open University

KEYNOTE SPEAKER

Professor Mupa Paul is an Associate Professor at the Zimbabwe Open University Masvingo Regional Campus in the department of Educational Studies.

He holds a Bachelor of Education degree (Educational Administration, Planning and Policy Studies) From University of Zimbabwe - 1996-1999 (Degree class: 2.1 and a Master of Education (Educational Administration, Planning and Policy Studies) from Zimbabwe Open University- 2001-2003 (Merit). He pursued and completed his Doctor of philosophy degree between year 2009-2012 in the same university .

Prof. Mupa has successfully supervised both Masters and PhD students in the university and was once appointed the quality assurance coordinator. In addition to this he has been an external examiner for the University of KwaZulu-Natal, Fort Hare University Emilia Mbongo, Africa University and University of the Free State-South Africa among others.He has published articles in Accredited/ Refereed Journals alongside book chapters and modules. Some of his research work has been presented in local and international conferences.

KEYNOTE SPEAKER



Dr. Irénée Ndayambaje
University of Rwanda

Dr. Irénée is a Senior Lecturer at the University of Rwanda's College of Education and has an extensive background in teaching, research, and consultancy in education.

He has taught in different local and regional higher learning institutions, published research papers in peer-reviewed journals and co-authored books in the areas of Research, Planning, Monitoring and Evaluation.

Prior to his current role, Dr Irénée was the Director General (DG) of the Rwanda Education Board (REB) under the Ministry of Education of Rwanda. His research work has seen him collaborate with international agencies such as International Labor Organisation (ILO), Education Development Trust (EDT), African Institute for Development and Policy (AFIDEP), UNICEF, UNESCO, Save the Children, and many other research firms/agencies.

He has contributed to the development and implementation of several pre-service academic and in-service training programmes championed by agencies such as Building Learning Foundation, VVOB, Right to Play. He serves as external examiners for local and regional university as well as reviewer of various education journals. He is also actively engaged in grant projects that mainly emphasize on the transformation of higher education as well as school leadership.

Dr Irénée holds a PhD in Educational Planning from Kenyatta University and speaks Kinyarwanda, French, English, Kiswahili, and Lingala. The education themes of particular interest to him include: (i) Educational Leadership and Management, (ii) Educational Policy and Planning, (iii) Teacher education, (iv) ICT integration in Education, and (v) Contemporary Issues in education.

1. Topic: Building Futures Through Education: Learnings from Refugee Education

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Abstract: What would it take to ensure that all young people globally have opportunities to learn, to feel a sense of belonging, and to be prepared to help build more peaceful and equitable futures? Fifteen years of ethnographic research and more than 600 interviews in 23 countries with children experiencing conflict and seeking refuge raises new ways to think about persistent conceptual questions in global education, related to the purposes of education, forms of power over what and how children learn, and the mechanisms by which education acts on inequities.

2. Topic: Decolonisation of misguided mental frameworks on the relevance of vocational-technical education and training to African society

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Abstract:
Technical-vocational education and training is a crucial element that harnesses the power and functionality of the individual in any society. Africa is not the poorest nor the worst in terms of its thinking capacity for technical-vocational education. Africa carries with it misguided mental frameworks in terms of the relevance of vocational-technical education and training which need to be decolonised. Africa is looking down upon technical-vocational education and training and considers it peripheral in the curriculum. This is well expressed by one author who advances the argument that "what we are practising, day in and day out, … is the subversion of the African mind; the breaking down of mental tissues; their reconstruction in the Western mode; their reordering of thoughts; feelings, beliefs, habits, responses, of every aspect of the mind and personality. This is what we are doing and cannot avoid doing- this is the core of our activity (Murray Carlin in Stanley, 1960: 11)". In the eyes of Plato, special education and training is critical for those who would be the guardians of society. Educational institutions are just consolidating foreign academic traditions, so education remains untransformed, incomplete, derogatory and denigrating against the demands of true development. It is fundamental that all students are nourished and adequately socialised through technical-vocational education and training to bring about development. Decolonised epistemologies are key to success for Africa.

Key words: vocational education; technical education; competency-based education; training; decolonisation; misguided epistemology

3. Learning continuation amidst school closure due to Covid 19 in Rwanda: practices, challenges and lessons learnt

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Abstract
The eruption of Covid 19 pandemic forced unprecedented and abrupt school closure in Rwanda by mid-March 2020. Whereas remote learning was adopted as the sole alternative to ensuring the learning continuation, this approach was quite new to several educational stakeholders including headteachers, teachers and parents themselves who were converted in home facilitators of the learning process. This presentation revolves around different remote learning means that were used and means adopted to mitigate the challenges experienced during the process. Since the in-person instructions could re-occur after 9 to 12 months, this presentation shades light into the lessons learnt for policy makers, students, and all other educational players. These experiences would enlighten the current and future practices in education; ready to mitigate foreseen and unforeseen local and global threats.

4. ODL for Teachers' Lifelong Learning in Africa

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The speed of change and the explosion of knowledge are requiring people to learn afresh at many intervals throughout their lives. Lifelong learning is rooted in the integration of learning and living, covering learning activities for people of all ages in all life-wide contexts and through a variety of modalities which together meet a wide range of learning needs and demands. This has important implications for the role of schools/colleges/universities, which are no longer providing a package of knowledge and skills to serve a person for life. Lifelong learning is learning that is flexible, and diverse. On the other hand, the technological advancement has enabled people to learn at anytime, anywhere, in multimedia formats. The focus of this paper is on teachers' lifelong learning through online and distance learning (ODL) modality. As such the paper conceptualizes teachers' lifelong learning as a technology-enhanced continuously supportive process which stimulates and empowers teachers to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity, and enjoyment, in all roles, circumstances, and environments, including during pandemic periods. The paper will highlight some cases that UNESCO-IICBA implemented in Africa using ODL as a means for the continuous professional development of teachers (CPD). CPD is treated here as teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth.

5. Enhancing Learners' Resilience and Teachers' Capacity to Mitigate the Negative Effec of FGMC/C on School Transition in Kajiado and Narok

Author:
Ms. Mary Kange'the
UNESCO (KNATCOM)

Abstract:
In Kenya, Narok and Kajiado Counties in the Rift valley region mainly inhabited by Maa speaking pastoralists communities, the levels of FGM/C are particularly high, and the effect of this practice on school retention and transition among girls quite negative. According to Action Aid, 90% of young girls in these Counties are married off at an early age after undergoing "the cut". According to a report by the Ministry of Health Kenya on Adolescent Sexual and Reproductive Health in Kajiado County (2014 [1]), 20% of the girls aged 15-19 years had begun childbearing. According to the same report, female circumcision is widespread in Kajiado County with 1 in 2 girls aged between 15-19 reporting that they had undergone female circumcision.
In response to this, support from UNESCO enabled the Kenya National Commission for UNESCO (KNATCOM) to commission a study in the two counties to investigate the effects of FGM/C on girls' transition from primary to secondary school education. The nature, status and perceptions towards FGM/C were investigated, as well as the psycho-social and health effects of the practice on the transition of girls to secondary school.
Key recommendations from the study that were adopted by KNATCOM for implementation included a programme of activities that would strengthen the resilience of learners, enhance the capacity of teachers, and consolidate the efforts of key education stakeholders in mitigating the effects of FGM/C and improving school retention and transition. To achieve this, KNATCOM in collaboration with a team of experts from Universities and Education stakeholders as well as county government administration and education officials developed a programme of interventions, targeting school learners and teachers. This was a Participation Programme funded by UNESCO.

6. Managing Education in Crisis: The Plight of Refugee and Migrant Education in Kenya

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Abstract

This work analyses the difficulties of refugee and migrant education in Kenya. The status of refugees and migrant education in Kenya has both curses and blessings. Rationally, this work was done at a time when refugee numbers are increasing against dwindling resources and political will to host them here in Kenya. Groups domiciled in Kenya and settled in refugee camps of Kakuma and Dadaab came from East African countries and beyond, ravaged by political turmoil and crisis such as Southern Sudan, Somalia, Rwanda, Uganda, Ethiopia, Congo, among others. The purpose of this work is to bring to fore the insurmountable challenges on refugee education such as: lack of reasonable security, food, shelter, qualified human resources like teachers and lecturers, lack of infrastructure and learning resources like classes, ICT facilities among others. Qualitative survey and

sampling methods such as purposive and random sampling were used to select respondents. Data instruments like questionnaires, FGD, and interviews were used to gather data from teachers/lecturers, students and local government and education officers. Finally, the study found out that migrant education in kenya is in acrisis and recommended that more funding is needed to improve migrant education.

Key Words: Refugee, Equity, education, Quality Education, refugee camps, Resources.

7. Integration of Real-Life Situations in Teaching Statistics and Students' Performance in Secondary Schools in Tharaka-Nithi County, Kenya

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Abstract
The purpose of this study was to determine the effect of incorporating real-life situations in teaching on high school students' performance in Statistics in Tharaka-Nithi County, Kenya. This article has been drawn from a larger study whose specific objectives were to: i) Determine if there is a difference in performance in Statistics between students taught using real-life situations (RLS) and those taught without and ii) Establish by gender students' views about the use of RLS in teaching Statistics. Constructivism theory was adopted. The quasi-experimental research design was used. This study's target population was Form Two (Grade 10) students and Mathematics teachers from public high schools in Meru-South sub-County, Kenya. Mathematics assessment tests and questionnaires were used to collect quantitative data that were analyzed using the latest edition of the statistical package for social science (SPSS). The study findings show that the use of RLS helped improve learners' performance in Statistics and learners' views about the use of RLS did not differ by gender. Based on this study's outcomes, it is suggested that teachers of Mathematics should integrate more RLS in the instruction of Statistics and other Mathematics topics.
Keywords: Real-life Situations (RLS), Statistics, Students Performance.

8. Critical Challenges to Integrating Technology in Geography Teaching in Senior High Schools in Ghana

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Abstract

The study explored the critical challenges geography teachers face in integrating technology into classroom teaching. Through a survey, a total of 113 geography teachers participated in the study. The study adopted the convergent parallel mixed method design, dwelling on both descriptive and thematic analysis. The findings of the study revealed teachers do not possess adequate knowledge

about technologies relevant for teaching geography. Further analysis unearthed five critical challenges to technology integration: teacher-related, government-related, professional preparation challenges, institutional limitations, and curriculum-related challenges. The study concludes that, in addition to efforts to resource schools with technological resources, there is a need for collaboration between teacher-training institutions and curriculum developers in the direction of comprehensive teacher preparation for the 21st century classroom.

Keywords: technology integration, technological knowledge, teaching geography, challenges, Ghana.

9. Mathematics Teacher Education Curriculum in Zambian Universities: Lecturers', students' and in-service teachers' perspective

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Abstract

The quality provision of education in schools begin with the quality of the curriculum that student teachers are exposed to during their teacher education programme. The rationale for this study was to analyse the mathematics teacher education curriculum by reflecting on lecturers', students and in-service teachers' perceptions. Mixed methods design particularly the convergent parallel design was used. The study findings reviewed that the way teachers of mathematics were prepared for their professional classroom job was inappropriate as the curriculum they were exposed to during their teacher education programme was loosely linked to what they were expected to teach upon graduation in Zambian schools. This affected the way mathematics was taught in secondary schools. Besides, the mismatch in the two curricula led to teachers of mathematics with diplomas to divert to other teaching subjects when upgrading their studies to a degree level. Hence, it was recommended that colleges and universities needed to consider the ministerial directive by reviewing the mathematics teacher education curriculum after thoroughly conducting a job analysis. It was also recommended that the Ministry of Education should reinforce the already existing continuous professional development to bridge the gap between the two curricula.

Keywords: Teacher education, quality teaching, job analysis.

10. Mirage of Universality & Quality Early Years Education among Asal Communities: A critical View of Kakuma Refugee Camps of Northern Kenya

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Abstract

Early years education in Kenya starts from pre-primary through primary school grades. According to the UN convention rights, education is one of the basic rights on which the resolve by international community on education for all transcends. Kenya is one of the ratifies for education for all(EFA) in

the 1990s. although a lot has offed in the sector especially witnessing of rapid expansion, the same is not in tandem with the need and desire for education of communities in the marginalized areas. Kakuma refuge camp houses close to **0.6 million** refugees. Mainly **Southern Sudan, Somali, Uganda, Burundi** and the **Democratic Republic of Congo (DRC)** mainly children and women. UN agencies have done great in ensuring that the refugees obtain basic needs including education. Enrolment ranges between **3500** and **6500** per school. Teacher establishment ratio is **1:200**. this undermines the effort to have equal access and quality education to the refugee and host community. It is therefore incumbent to have an evidence - based documentation in regard to education in these marginalized areas. This is particularly so for early grade education status. Such information will provide service providers with the necessary data and information on the status in regard to accessibility and quality of refugee education in these marginalized regions in order to help them focus their intervention measures on what mattes most(Early years Education). This article will explore and endeavour to provide data and relevant literature available on the state of early years education in Kakuma refugee and host communities.

11. Challenges faced by deaf trainees in effective social interaction: a case of St. Angela Mumias Vocational Training School for the deaf, Kakamega County, Kenya

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Abstract

Learners with special needs face various challenges in achieving effective social interaction both in and outside the learning environments. The purpose of the study was to establish the challenges deaf trainees face in their social interactions. It was conducted at St. Angela Mumias Vocational School for the Deaf, Kakamega County. The study was anchored on the Theory of Mind by David Premack (1978). The study target population was 103, including 95 deaf trainees and 8 trainers. Purposive sampling technique was employed to select 4 trainers, while simple random sampling was used to select 39 deaf trainees. This study adopted a mixed-methods data collection approach. The study employed both closed and open-ended Questionnaires for the principal and deaf trainees. In contrast, semi-structured interview schedules were used to collect primary data from trainers. Quantitative data was coded and analyzed with the aid of Statistical Package for Social Sciences (SPSS version 21). Descriptive data was summarized using central tendency measures, frequency distribution tables, graphs, and percentages. Qualitative data were coded systematically, analyzed thematically and presented in narrative form. The main findings did reveal that of the population that participated, only 27.8 % of the deaf trainees interacted with the hearing trainees effectively. It was further revealed that they also did not share their problems and needs. Based on the results, the study recommends that the government

through the Ministry of Education, do decentralize sign language training to the villages and community settings to assist in enhancing communication between the Deaf and the hearing.

Keywords: Deaf trainees, Social interaction, challenges, inclusive settings.

12. Knowledge Management in Education

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Abstract

Educational institutions are the main instrument of society for the constant improvement of knowledge. The role of knowledge management in educational institutions is critical and important. Educational organizations can separately identify and studied the admirative research like (teaching and learning processes), student service, and human resources systems. The use of knowledge management systems can lead to more flexibility in the decision-making process, promotion of teachers, and learning process. However, the effective and efficient accomplishment of knowledge management in education faces some challenges. This study aims to examine knowledge, the Importance of Knowledge Management (KM), Factors Supporting Knowledge management, the Application of Knowledge Management in Education, and the Challenges and limitations of (km) in educational organizations. Today knowledge management has become the heart of education and research in terms of development and improvement worldwide. In addition, this paper analysis the knowledge management concept from the perspective of education and explores strategies for sustaining knowledge management in education institutions, which in turn can solve education problems. The methodologies used to develop knowledge management require Primary data which was collected through content analysis of academic and professional knowledge management in education and training in institution. The findings of the study indicate that access to knowledge management in education and training programmes in learning institution has increased in the past four to five years.

Keywords: knowledge, importance of knowledge management(km) factors supporting knowledge management, application of knowledge management in education, challenges and limitations of knowledge management (km) in an educational institution

13. Relationship Between Mathematical Learner Identities and Performance in Mathematics among Secondary School Students in Kilifi County Kenya

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Abstract
Over the years, students` poor performance in Mathematics remains a concern, despite its critical value in the community. Studies have linked performance to Mathematical Learner Identities (MLI). The study purposed to investigate the relationship between MLI and performance in Mathematics aimed at generating prototype guideline in Kilifi County. Objectives were: To determine the extent to which classroom-based psychosocial MLI influence Mathematics performance, to assess the effect of socio-economic related MLI on Mathematics performance, and to establish the influence of socio-cultural based MLI on Mathematics performance. Employed sociocultural theory of learning and Correlational design on 100 Form Two students from two purposively selected single-sex secondary schools to obtain data using Observation, Interview, Introspection, and Test. Applied content analysis and correlation between MLI and student performance in Mathematics. Findings: Positive Classroom-based Psychosocial MLI determine better Mathematics performance (r = .877, p = .00001) than Negative Classroom-based Psychosocial MLI (boys` r = .5184, p = .007936, girls` r = .596, p = .001667); Positive Socio-Economic related MLI enhance Mathematics performance (boys` r = .1293, p = .538849, girls` r = .2053, p = .324876) unlikely Negative Socio-Economic related MLI (boys` r = .2506, p = .226952, girls` r (25) = .2642, p = .201888); Positive Socio-Cultural based MLI enhance Mathematics performance (boys` r = .0393, p = .852044, girls` r = .0448, p = .831609) unlikely Negative Socio-Cultural based MLI (boys` r = .33, p = .107174, girls` r = .0319, p = .879682). The study recommended a prototype guideline for MLI management.
Key words: Mathematical Learner Identities, Classroom-based Psychosocial, Socio-Economic, Socio-Cultural, Mathematics Performance

14. Leading diffrently ? Leadership styles of female and male public secondary school principals in kenya

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Abstract
Certain leadership styles used by principals influence instructional effectiveness, organizational climate and job satisfaction of teachers, therefore stimulating good school performance. Research shows that female and male principals had similar leadership styles while others said they were different. There was no consensus on use of leadership styles by male and female leaders in literature. Thus, the first objective was to establish the leadership styles of female and male principals in Nairobi, Nyandarua and Garissa counties, Kenya. The second one was to compare group means of performance when male and female principal's used directive, supportive, participative and achievement oriented leadership styles. The sample included 24 principals, 24 heads of departments and 48 teachers. Data was collected through questionnaires containing a Likert scale to measure use of leadership styles. Quantitative data was collected and analyzed using descriptive statistics and t test. To compare group means of school performance and leadership styles ANOVA was used to analyze data. The findings of this study showed there was a significant difference in use of leadership styles by female and male public secondary school principals. The study also found that principals from the different counties used leadership styles of leadership differently. The performance changed with use of leadership styles. The study recommended that leadership training for principals be restructured to cater the gender differences obtained in the study.

15. Exploring Teachers' views on Inclusive Education: A Reality or Dream for the Zambian Context?

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Abstract
Simply put, all children learning similar items, at the same pace, by the same teacher and in the same class. Is this situation possible or is it a fallacy in the context of Zambia? If inclusive education entails real learning opportunities for groups who have traditionally been excluded such as the mentally retarded, dumb, deaf, blind, lame or the gifted ones; are teachers ready for this scenario? How do they feel about implementing inclusive education in classrooms? This paper presents the findings from the study which was carried in selected schools in Chongwe District. A total of twenty (20) teachers in inclusive schools, whose age ranged from 25 to 40 years while their teaching experience spanned between 5 to 15 years were interviewed. A fair number of 45% (9 out of 20) teachers felt that inclusion increased their workload and that it has barely worked in classes with too many learners, averaging 80. In spite of teachers understanding the value of inclusivity, they stated that it was expensive and time consuming. About 80% of them felt that learners with special learning needs should remain separated from the mainstream schooling for speedy syllabus coverage. It was concluded that beyond the curtains of inclusive education policies and humane advocacy for equitable education programmes, many teachers may opt out if not availed the needed teaching resources. Thus, it was recommended that deliberate efforts by school management need be tilted towards sensitisation workshops centered on the value of inclusive education, as well as providing practical and locally driven solutions for initiating affordable pedagogies. Moreover, integration of assistive technologies to lighten teachers' workload would likely motivate teachers into making inclusive education a reality for Zambia and beyond.

Keywords: Inclusive education, Zambia, teachers, Chongwe District

16. Use of Geogebra and Pre-Service Teachers' Gender Performance in Geometry in Colleges of Education in Ghana

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Abstract
Studies have indicated gender differences in students' performance in geometry. This is also true for preservice teachers. Studies have also indicated the support afforded by technology in supporting conceptual understanding, especially in Geometry. GeoGebra is a technology tool that is used in simulating geometry through algebraic modeling. The findings shared in this paper are part of a bigger study carried out among preservice teachers that investigated how integrating GeoGebra impacted student geometry performance. This paper focuses on findings of performance by gender using GeoGebra. The study used a quasi-experimental design with one group pre-test and post-test design. The study location was the mixed Presbyterian College of Education in Ghana. The study targeted all first-year pre-service teachers in the college. A proportional sample of 15% in the ratio of 1:3 female to male was used in the study. The study collected the data using a geometry achievement test. Data were

analyzed using independent samples t-test and paired samples t-test. Results indicated that there was no significant gender difference in geometry performance between male and female students after both groups were exposed to learning using GeoGebra. Based on the finding of this study, it is recommended that GeoGebra should be used in teaching and learning geometry in colleges of education in Ghana to bridge the gender gap in learning mathematics.

Keywords
Technology, GeoGebra, mathematics, geometry, pre-service teachers.

17. Departmental PLC and Implementation of Blended Instruction in Selected Ugandan Public Universities

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Abstract
This study was set out to establish the role of the Departmental Professional Learning Community (PLC) towards the implementation of blended instruction in selected Ugandan public and private universities. It is undeniable that the adoption of blended instruction (i.e. face-to-face and online teaching) has become the 'New Normal' in university education. However, the majority of the academics in universities in Uganda were not conversant with the implementation of blended instruction. Therefore, an empirical investigation was done to establish the role Departmental PLC played in ensuring that academics in universities in Uganda had the required knowledge, skills, values, and orientations to effectively implement blended instruction in the Covid-19 pandemic era and beyond. The study research question asked was: What is the role of Departmental PLC towards the implementation of blended instruction in universities in Uganda? A cross-sectional survey design was employed where both quantitative and qualitative data collection approaches were used. The study sample consisted of Head of Departments (12) and Teaching Staff (419) from Uganda Christian University Mukono, Uganda Martyrs University Nkozi, Muni University, and Busitema University. The study participants were selected using purposive and simple random sampling respectively. Data collection tools included close-ended questionnaires and interview guide. Descriptive statistics, Pearson Correlation Coefficient, and ANOVA were used to analyze quantitative data. Content analysis was used to analyze qualitative data. The study provides pragmatic measures to higher education policy makers and managers on the role of Departmental PLC towards the implementation of blended instruction in public universities in Uganda.
Key Words: Professional learning community, Blended instruction, Public Universities, Uganda

18. Effects of Covid-19 Pandemic-Related Stress on The Risky Behaviour Among Secondary School Students in Lang'ata Sub-County Nairobi County; Kenya

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Abstract
This study endeavoured to "In investigate the effect of COVID-19 pandemic-related stress on the risky behaviour among Secondary School Students in Lang'ata Sub-County, Nairobi County; Kenya". To address this problem, the researcher examined the everyday COVID-19 pandemic-related stresses among students, the **e**ffects of COVID -19 pandemic-related stress on the health risk behaviours among students in Lang'ata Sub-County and finally, the possible solutions to counter the impact of

COVID-19 pandemic related stress. In this study, the researcher implemented a qualitative design of the phenomenological theory approach to achieve the main aims proposed. The group discussion was conducted face-to-face and was analysed by Colaizzi's 7-step method. This scientific approach guarantees the authenticity of the collected experience of participants to adhere to scientific standards. Participants were recruited through purposive sampling. Focus group discussions were used to identify issues and interpretations. The sample size consisted of 8 respondents from each of the three schools selected through purposeful sampling. A discussion guide was used to ask general questions. The findings indicated that the common covid-19 pandemic-related stress includes anxiety, depression, and strict rules. Common risky behaviours associated with the covid-19 related stress include alcohol consumption, violence, sexual activities, smoking bhang, and stealing. The study recommends that flexible learning programs be provided, and guidance and counselling sessions should be made readily available for the learners.
Keywords: COVID – 19, stress, risky behaviour

19. Leveraging Work Engagement Among Primary School Teachers by Organisational Factors in Acholi- Sub Region, Uganda

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Abstract
Primary school teachers who are enthusiastic about their teaching roles produce students with desirable life skills (MOES report, 2021). This means that engaged teachers are the foundation of effective primary school education. This is why various strategies, such as Teachers' Initiatives in Sub-Saharan Africa (TISSA, 2013) and the National Teachers' Policy (NTP, 2018), have been implemented to improve teacher work engagement in Uganda. However, challenges remain in the Acholi sub-primary region's school teachers' work engagement. The purpose of this study was to determine the relationship between organizational factors and work engagement in the Acholi sub-region of Northern Uganda. Informed by the Organizational Support and Conservation of Resources theories, the study used a mixed-methods research approach in data collection and analysis, employing a concurrent triangulation research design. Semi-structured interviews were used to collect qualitative data, and a structured questionnaire was used to collect quantitative data. Head teachers, District Inspectors of Schools, Centre Coordinating Tutors, and teachers from both private and government-aided primary schools in the Acholi sub-region were among those who responded. Primary school teachers in the Acholi sub region had low determination and willingness to use their skills, abilities, and available resources to fulfil their teaching roles, according to the findings. As a result, the teachers were disengaged from their teaching roles. It is therefore recommended that primary school administration provide ample organizational facilities to teachers in order for them to increase their work engagement.
Key Words: Work Engagement, Organisational Support, Acholi Sub Region, Uganda

20. Data Mining Tools Available For Collection Development In Selected Academic Libraries In Kenya

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Abstract
The 21st century is experiencing a massive flow of information, making it a knowledge economy where large amount of data is produced and collected daily. In order to create knowledge from this data, analysis is required. Analysis helps uncover relationships or patterns in data, thus creating new knowledge. With the adoption and use of technology, data analysis has been automated and now referred to as data mining. Data mining is defined as the process of sorting through existing chunks of data or patterns to extract relevant information. It is an aspect of knowledge management. Other terms similar to data mining are knowledge extraction, knowledge mining, knowledge discovery among others. In order for libraries to contribute towards sustainable development, they ought to develop a collection that is user centered. The objective of this research was to establish the awareness of librarians on the various data mining tools available in their libraries in an effort to create a user centered collection. Purposive sampling was used to collect data from librarians. The findings revealed that that the data mining tools available in libraries were library communication channels, library website, physical consultations, electronic resources usage statistics and circulation statistics. It also noted that despite library users offering suggestions on information resources that meet their information needs, their requests were rarely acted upon.

21. Integration Of Desmos Graphing Calculator And Its Influence On Secondary Schools Learners' Conceptual Understanding In Geometry, Kiambu County, Kenya

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Abstract
Information Communication and Technology usage is a significant component of teaching and learning in secondary schools all over the world. Secondary geometry teaching and learning are at risk due to the lack of creativity and innovative skills in instructional media related to Information Communication and Technology, such as technological software, or the inability of geometry teachers to use them effectively and appropriately. This results in abstract teaching concepts, skill misunderstandings, and eventually no learning at all. With the primary objective of determining its effect and influence on secondary school students' conceptual understanding in the teaching and learning of geometry, the study will introduce Desmos Graphing Calculator software in Kenyan secondary schools. Both quantitative and qualitative will have a big impact on this study. This research will employ pre-test-post-test, and quasi-experimental designs. Researcher will choose four schools for both control and the experimental groups through random sampling techniques in Kiambu Sub County, Kenya. One hundred sixty students will participate in the study, which will run from October 2022 through May 2023. Data will be analysed with Statistical Package for Social Sciences. Stakeholders and well-wishers who may be willing to contribute to educational media in the research region and other similar geographic locations will find the recommendations from the study to be valuable. This study will be helpful to policymakers, and curriculum developers, particularly those that pertain to Information Communication and Technology, their efficient use, and teachers' preparation. The results of this study may help to support the ways geometry is taught.

Key words: Integration, Desmos Graphing Calculator, Influence, Learners' Conceptual Understanding, Geometry.

22. Boko Haram Insurgency And Gender Differentials On Human Development In North East Nigeria

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Abstract
The role of women in Human Development has been very insufficient in the North eastern Nigeria couple with the devastating consequences of insurgency. Therefore, the study examines Boko Haram insurgency and Gender Differentials on Human Development in North East Nigeria. Key informants interview, focused group discussion and observations were used for data collection. Three conflict heated states were selected from the region for convenient reason. Sample of twelve (12) respondents were selected for interview and sixty-three (63) for focused group discussion in line with the inclusion and exclusion criteria. The data were analyzed using code, coding system based on thematic principle. Findings revealed that Literacy development of female gender was deeply affected as many dropped out of school while others refused to be enrolled, lives were lost before the expected living time with male gender suffering more loss, maternal mortality was at alarming rate. The study revealed that poverty level among male gender was tensed than the female gender and poor access to health facilities as well as high level of hunger and starvation among others. The study concludes that Boko Haram insurgency has effect on male than a female gender. Therefore, the study recommended that synergy between private and public institutions are necessary in other to uplift standard of living for the female, the community should also create a local channel of protection and there should be a sensitization for self-protection and avoidance of conflict.

Key Words: Boko Haram, Insurgency, Differentials and Human Development

23. Foundational Literacy Instruction In Students' Mother Tongues: An Affordable And Effective Step Toward Inclusion

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Abstract
One of the most important components of a decolonized model of inclusive education is providing instruction in students' mother tongues. Students in mother tongue-based bilingual education systems have better academic outcomes than students in monolingual second language systems. They attend school for more years, score higher on national and international exams, speak both languages more fluently, participate more in class, and have higher self-esteem. For children with disabilities who are already at a higher risk of dropping out of school and having poorer academic and social outcomes, learning in their mother tongue is even more vital and beneficial. High-quality, evidence-based reading instruction is important for all students, but it is exceptionally important for students with dyslexia and other disabilities that impact literacy. This paper will review the literature on foundational reading instruction in African languages, including Swahili. It will compare and contrast features of English and Swahili that impact how students should be taught to read in each language. Finally, it

will offer low-cost, language-specific strategies for teaching all core components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.

24. Knowledge Management to Strengthen School Leadership Towards Improving School Resiliency

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Abstract

This small-scale exploratory research was designed to address the question, "How and to what extent does an improvement science intervention provide a methodology for pedagogic change involving ICTs in Kenya?" It took place over a 7-month period, studying how school leaders used experimentation based on improvement research methodologies to bring sustained improvement in literacy activities in schools or homes, both during and after school closures. Leaders were guided to devise, implement, analyse a range of focussed interventions appropriate to context. Sessions adopted Plan-Do-Study-Act (PDSA) cycles requiring school leaders utilising multiple forms of evidence: Data from a reading app, attendance, lesson observations, feedback from learners, parents and teachers. The research question was addressed through focus groups, a series of semi-structured interviews with leaders and field notes. Emerging findings show the approach - structured experimentation with PDSA, improved leaders understanding of social conditions within families, communities, learners, relationships between schools and parents and, enabled leaders to improve their capabilities to analyse problems of practice and organise action to address these in different contexts, a key factor in organisational resilience. Interventions increased students' interest in reading with data showing an average of 18 minutes daily reading time outside of school, supporting the aims of Competency-Based Curriculum; and improved students' public speaking skills, vocabulary, creativity.

25. Harnessing The Contemporary Strategies Of Curbing Indiscipline In Schools In Zimbabwe

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Abstract

There is a controversy on the best methods of curbing discipline in children during this digitalized environment. Indiscipline is a behavioral brainchild of underdevelopment and is a phenomenon of serious concern. Lack of discipline among learners makes it impossible to teach effectively. The precursor of indiscipline among the learners is the exhibition of behaviors such as bullying and intimidation, sexual harassment, drugs and alcohol abuse and carrying of dangerous weapons to schools. These behaviors are as result of exposure to technological advancement and globalization.

Globalization is the process whereby the transmission of knowledge, skills, attitudes, abilities and behavior cease to be geographically fixed, due to the super-highway of technology. The complex behaviors exhibited by the learners had triggered this study. There are so many counter strategies such as counselling, self-respect, negative reinforcement, involvement among others which can be used to curb indiscipline in schools. The aim of this study is to assess the best strategies which can be suitable in the contemporary setting. The study used the auto ethnographic research design and data was collected among the primary and secondary teachers in the capital city of Harare through purposive-random sampling. The findings revealed that it is difficult to have a one-size fit strategy of implementing the correct alternatives.

Key terms: indiscipline; contemporary; behaviours; auto ethnography.

26. Special needs education: a human basic need.

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Abstract

If a 'normally' growing and developing child needs education still to better its life in the process psychologically known as nature nurture controversy, how much more will a child with a disability need education be it specially or regularly offered?

In fact, 'specialty' should refer to the facilities and equipment used by the learner with a special need to access education whilst education remains constant. Indeed, the end justifies the means. I any case, education equalizes opportunities, modifies human behaviour, makes a learner self-reliant while reducing the effects and stigma brought to bear by the various impairment all of which are mainly developmental. These disabilities are brought about by intellectual impairments, learning difficulties, attention deficit hyperactivity disorder, speech and language disorders, emotional and behavioral disorders, visual impairments, autism spectrum disorders, physical impairments, multiple handicaps, children at risk as well as those with gifts and talents. Consequently, early educational and medical interventions would be necessary to both minimize individual differences found in these people and render them productive, independent and responsible members of their society. I personally bear witness. It is the same spirit of law the government of Kenya has enacted the clause below

No person or learning institution shall deny admission to a person with a disability or any course of study by reason only of such disability if the person has the ability acquire substantial learning in that course. Learning institutions shall take to account the special needs of the person with a disability with respect to the entry requirements_ _ pass marks, curriculum, assessments, auxiliary services, use of school facilities, class schedules, physical exercise and other similar services. Special schools and institutions, especially for the deaf, the blind, and the mentally retarded, shall be established to cater for formal education, skills development and self-reliance Persons with disability act, 2008, No 18

Subsequently, definition of special needs education, adopted curriculum, adapted curriculum, specialized curriculum and specialist curriculum, psyco-educational assessment and diagnosis, vocational rehabilitation and training, individualized educational program, medical interventions of learners with disabilities, social inclusion as well as affirmative action where possible will be among the essentials discussed in the paper. Finally the historical of special needs education and its outcome will also be discussed then conclusions and recommendations

27. Competence-based curriculum (CBC): A panacea of dusting off the Eurocentric hegemony and embracing the Afrocentric technological development in Zimbabwe

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Abstract

The world has been engulfed with socio-economic challenges precipitated by COVID-19 pandemics. These challenges had forced most African countries to realize their academic mistakes and they had started to make drastic shifts in the education curriculum through the implementation of CBC. Competence-based curriculum (CBC) is a complete paradigm shift from a content-based curriculum which merely focuses on the acquisition of knowledge. Afrocentric technology has been paralyzed through the imposition of the Eurocentric education which has successfully eroded the salient Afrocentric skills especially on technology. Advancing the inborn skills of learners helps to minimize world problems. Technological skills are the bone marrow of enhancing the global development. In Africa, the invention of tools such as mortar and pestle (*duri and mutswi*) represents technology for the Africans and if these tools had been developed Africa would be a global economic powerhouse. This study aims to unpack African students' understanding of colonial education and embrace the noble concept of the competency-based curriculum. This study used the Afrocentric paradigm as the research design and data was collected from both primary and secondary teachers through convenience-purposive sampling. Data was analyzed using thematic content analysis. The study found that there is a serious gap of advancing the African technology which had been there pre-colonization. It has been noted that African technology has been shunned and negated as primitive. The study established that the majority of education facilitators lacked requisite knowledge for implementing competence based curriculum during the teaching and learning process.

Keywords: Competence-based curriculum; Afrocentric technology; Eurocentric worldview

28. Enhancing Teacher Education Professional Development Through Result Oriented Performance Appraisal In Ugandan Public Universities

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Abstract

This paper examines the institutional need for enhancing teacher education professional development competence through effective result oriented performance appraisals by Ugandan public universities' human resources management directorates. The purpose of the paper is to discuss the role of the human resources management policy practice in promoting university academics' performance with a focus on the academics' in the public universities in Uganda. The paper was informed by the findings of a recent study done in Uganda and lessons learned from national, regional and international

teacher education professional development planning policies for improved career productivity in the country. The key participants were all the academic staff, human resources directors and Vice chancellors of the selected public universities. Results indicated that although teacher professional development is vital for enhancing teacher education professionalism; its effectiveness is contingent upon the role of human resources management policy practice that gives priority to regular rigorous and timely performance appraisal of every university academic in the public universities. This status is still wanting in Uganda due to multiple implementation gaps that should be tackled by the institutional management guided by the human resources directorate.

Key words:
Teacher education, Professional development, Result oriented performance and Appraisal

29. Critical Reflection on Resource Requirements, Pedagogical Approaches and Training On Entrepreneurial Skills For Teachers For The Competency Based Curriculum In Kenya.

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Abstract
The introduction of the competency based curriculum to replace the 8-4-4 system of education in Kenya has attracted praise and criticism in equal measure. Positive attributes include strong identity in STEM subjects for economic development, and customization that enables individual learners to develop competencies faster than through traditional training methods. Major criticism has been inadequacy in human and material resources to support effective implementation. There is also controversy on the best approach to overcome existing curriculum implementation challenges while at the same time optimizing positive learning outcomes to support the sustainability agenda. The specific objectives of this study therefore were to examine University preparedness, resource requirement, pedagogies and entrepreneurial skill training for the competency based curriculum in Kenya. The study adopted descriptive research design. The unit of analysis were Chartered Universities in Kenya while the unit of observation was 380 purposively selected educators in STEM and Entrepreneurship fields. The collected data using a Likert type scale of 1 – 5 for each of the tested items was analyzed using descriptive statistics. The study with a 66.58% response rate, established that in addition to inadequacy in required resources for effective curriculum implementation, the competency based education in Kenya has incongruent pedagogical practices particularly for STEM educators at the tertiary level, in addition to entrepreneurship not being offered at the primary and secondary levels. When asked to indicate the adequacy of University preparedness, including the level of understanding of the design and philosophy of competency based curriculum, the study revealed that a substantial number of respondents were not sure or disagree. The study findings have implications on effective curriculum implementation in support of Kenya's vision 2030 and the global sustainability agenda. The study recommends explicit teaching of entrepreneurship in the formative years of CBC, realignment of University programmes, incorporation of pedagogical skills training for STEM educators, and availing additional resources to enable effective curriculum implementation.

Keywords*: STEM, Competency Based curriculum, Entrepreneurship and Pedagogy Training.*

30. Resource Based View Approach in Implementation of E-Learning in Selected Ugandan Public Universities

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Abstract

This study investigated the link between "Resource Based View Approach" and e-learning implementation during and beyond Covid-19 pandemic Era in Ugandan public universities. Specifically, the study investigated the relationship between universities tangible resources, intangible resources and capabilities with e-learning implementation. This study was based on the premise that while public universities already have sufficient e-learning resources in terms of organisational assets and capabilities, the implementation of e-learning during Covid-19 lockdown has been haphazard and inadequate. This study sought to suggest a model for e-learning that can be adopted by universities to implement e-learning relying on the existing resources. Basing on critical realism which suggests use of mixed approaches, a cross-sectional survey involving university academic staff was adopted. The sample for data collection was 318 academic staff in the two selected public universities. Data was collected using a self-administered questionnaire. Data analysis will involve descriptive statistics involving measures of central tendency and dispersion, and inferential analysis involving structural equation modelling (SEM) using SmartPLS provided in SPSS. The study will provide pragmatic measures for universities and stakeholders in higher education on how to implement e-learning basing on the existing resources.

Key terms

Resource Based View Approach, Implementation, E-learning, Public University.

31. Managing Education in Crisis: Why a Foundational Literacy and Numeracy (FLN) Lens is Critical

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Abstract:

The status of learning post COVID-19 points to a deepening learning crisis. Pre-COVID-19, 617 million children and adolescents were falling below the minimum reading expectations, 202 million of these in Sub-Saharan Africa (UIS, 2017). In Kenya, the *Uwezo* learning assessment (Uwezo, 2021) showed that only 40% of learners in grade four met the reading levels expected of learners in grade three, thus falling nearly one year behind in foundational literacy. This message is consistent across previous assessments Uwezo, 2016). Foundational literacy and numeracy competencies are critical for lifelong learning. If acquired early, they lay a firm foundation for the development of other competencies and impact positively on economic outcomes later in life. Evidence from implementation of the Accelerated Learning Program (ALP) validates the need to enhance Pedagogical Content Knowledge (PCK) capacities of teachers on Foundational Literacy instruction and the potential of targeted instruction in hastening the acquisition of foundational competences amongst learners lagging behind. The targeted ALP approach emphasizes formative assessments,

level-wise grouping, goal setting to enhance scaffolding based on assessment results and targeted instruction, through play-based pedagogies. Targeting grade three to five learners, ALP has impacted over 25,000 learners directly. Overall, 76% of learners in the literacy intervention improved to a higher competency level within 10 days and over 50% acquired the reading expectations within 30 days. This abstract will discuss insights around targeted Teacher Professional Development with regards to FLN, formative assessments for evidence-based classroom decision making and the potential of targeted instruction in mediating the learning crisis.

32. Teacher Navigation of English Language Skills Development: An Assessment of the implementation of the Competency-Based Curriculum in Primary Schools in Kenya

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Abstract

Education is evolving leading to constant changes in instructional orientations. In 2017 a change in the Kenyan educational context led to the adaption of the competency-based curriculum (CBC). Research shows that a competency-based approach when well-thought-out and appropriately implemented is a pedagogical model that enhances the development of specified competencies, beyond the acquisition of knowledge, promoting the development of life competencies. Despite its advantages, research shows that it presents uncertainty in appropriate application to English language teaching contexts. Hence, at four years of implementation in Kenya, it is imperative to carry out an assessment to understand the teachers of English experiences at the classroom practice level. This investigation is founded on perspectives of the competency-based language teaching principles and the constructivist teaching approaches. Targeting primary school teachers of English, the study engages a mixed-methods approach to data collection and analysis since it provides opportunities to closely interrogate the classroom practices of 100 teachers. Data were collected in two phases; utilizing the sequential design. Quantitative data was collected through an online questionnaire, providing opportunities to test the study variables with a large sample and later explore more in-depth assessment with a few cases during the qualitative data collection phase, using telephone interviews. Quantitative data were analyzed using descriptive statistics, then presented in figures, tables, and short descriptions, while qualitative data will be analyzed using thematic analysis procedures and presented in narrations. Preliminary findings show that: whereas many teachers expressed improved language learning outcomes and having a practical understanding of the CBC methodologies, large classes and lack of required resources, particularly in public schools, lack of clarity on the demands of formative assessment and insufficient CBC teacher in-servicing are a notable hindrance to CBC implementation.

Keywords: competency-based approach, competency-based curriculum, competency-based language teaching, constructivist approach, language skills development

33. Management of Teaching and Learning Post COVID 19: An Assessment of Secondary School Experiences in the Western Region of Kenya

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Abstract

Inadvertent school closures due to COVID 19 led to interruptions and learning gaps, consequently placing new demands on educational operations. In Kenya, learning resumed in September 2020, and institutions have had to reconstruct instructional environments. In managing this situation, teachers as drivers of instructional processes, have had to consider the complexity of teaching, learning, assessment, and classroom management amid a multitude of challenges to be addressed. Cognizant of the dynamism in different instructional environments, no distinct and uniform strategy could be employed, hence the adoption of practical and functional strategies to manage unique contexts aimed at maximizing learning experiences. Hence, this study investigates how teachers in secondary schools in Kenya are managing instructional experiences post-COVID 19. The study is informed by Social Constructivism and Classroom Management theories. The mixed-methods sequential explanatory design was utilized since it aided in identifying the strategies used in managing teaching and learning environments post-COVID 19 – during phase one, the frequencies and trends, and during phase two the emergent categories using an online survey and telephone interviews respectively. The study targets all secondary school teachers in the western region of Kenya, where 100 were selected using convenience and voluntary response sampling techniques. Findings are reported using frequencies, percentages, and narrations derived from emergent themes drawn from the study variables. The baseline results show that: due to the condensed basic education almanac and learning losses experienced, schools have come up with different learning recovery and accelerated learning programmes. However, practicalities do not favour all types of schools, while teachers and learners face great challenges including intolerable working and learning schedules respectively, hence affecting their productivity and overall wellness.

Keywords: post-COVID 19, school experiences, teaching, learning, management of teaching and learning

34. The Plight Of Adolescent Girls And Their Coping Mechanisms In The Covid 19 Pandemic: Exploring The Digital Learning Experience

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Abstract

COVID-19 has appropriately been associated with novelty, uncertainty, and disruption, not least in the education sector. Following the COVID-19 pandemic and its unprecedented disruption to education, UNESCO estimates that 11 million girls may not return to school. Girls aged 12-17 are at particular risk of dropping out of school in low and lower-income countries, whereas boys are more at risk in upper-middle and high-income countries. Notwithstanding, the girls situation was already in the downward trend before COVID-19. Based on Population Council report 2021, at the period when schools reopened in January 2021, in Kenya, 16% of girls and 8% of boys did not return to

school while in Nigeria more than 3 million children were added to the out of school number . The plight of girl's education, was exacerbated by the Covid 19 pandemic. This study provides opportunity to stakeholders to understand the key educational issues and far-reaching consequences that adolescent girls face today that were contributed by Covid 19 pandemic and that are stagnating their participation and progression in education. We look at what institutional and/or self-imposed barriers girls faced? What family and societal challenges girls experienced? What were the effects of the Covid 19 challenges to girl's digital literacy skills and access to continuous learning? How girls were able to remotely access their studies from these two countries at the basic level of education, coping with digital learning? And what lessons for stakeholders in the education sector?
This paper provides a phenomenological account of adolescent girl's digital learning challenges and experiences in the Covid to inform next steps. We explore existing forces for and those against the progression of the girl's urgency.

Keywords: Digital learning, adolescent girls, coping mechanism, Covid 19

35. Resource Requirements for CBC

Authors:

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Abstract

The competence-based curriculum according to Kereri et al (2021) requires students to be engaged in class to become creative thinkers and develop knowledge and skill to meet the vision 2030. To achieve this, students need to work with competent and professionally prepared teachers as facilitators. Guided by these teachers, learners are engaged in applying knowledge through demonstrations as opposed to content overload (Momanyi and Rop, 2019). According to KICD (2016), CBC focuses on developing: learners with competences to thrive in a rapidly changing world; a child with good character and values that support peace and national unity, and creative learners who can solve life problems in contemporary world. While implementing CBC, a number of challenges have been experienced including those related to inadequate human and material resources in congruencies between content, pedagogical practices and poor public participation (Akala, 2021, Mulenga and Tutongwe, 2019). To address these challenges, Odhiambo (2012) task force report recommended schools should adequately be resourced, teachers be re-skilled and trained on CBC. Learning resources are categorized in three thus primary, secondary, and lastly tertiary. It is therefore evident that CBC purpose(s) are bound to be fully implemented where resources are available, adequate and optimally utilized. This paper will therefore focus on assessing the availability and affordability of teaching and learning resources during CBC implementation. Consequently, it will inform educational resources policy and recommend to teacher how to acquire, develop and optimally use resources to meet CBC goals. Behaviorism theory of Skinner,1938 will guide this paper.

36. Per Student Expenditure and Learning Output in Science and Mathematics Subjects in Public Secondary Schools in Siaya County, Kenya

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Abstract

A school environment which is well equipped with standard requirements is likely to bring better learning output. The Government of the Republic of Kenya has continued to increase expenditure to

education to enable acquisition of learning resources. However, low learning outputs have continued to be realized every time secondary education summative evaluation results are released. The purpose of this study was to establish the influence of per student expenditure on learning output in science and mathematics in public secondary schools in Siaya County, Kenya. The study was underpinned on the Education Production Function Model by Hanushek (2008). The study employed convergent parallel mixed methods design. The target population for this study was 6175 comprising 247 principals, 988 teachers and 4940 students from the 247 public secondary schools in the study locale. A stratified random sampling technique was employed to select 376 respondents was used from 15 sampled schools. The Kenya Certificate of Secondary Education Examination result was used to measure the students' learning output in the schools. Questionnaires, interview guides and document analysis guide used to collect data on per student expenditure and learning output. Piloting was conducted on 1% of the respondents on test re-test basis. Pearson's correlation coefficient was used to determine reliability of the instruments. The quantitative data was analyzed using descriptive statistics to yield; mean, range and standard deviation and inferential statistics through regression analysis and presented in tables and graphical format. The qualitative data was analyzed thematically and presented in quoted texts. The study found a positive linear relationship between per student expenditure and learning output. The coefficient of determination R^2 was established at 61.9%. In conclusion, schools which had appropriate resource inputs to meet quality learning requirements also had better learning output. Though nearly all the study schools fall short of the policy standard requirements with the predictor variable, the more the resources, the better the learning output in the schools. The study recommended that the national government should increase grant to cater for more school expenditure and the schools to diversify their sources of income to cushion on shortfalls especially on private expenditure areas.
Keywords: Per Student Expenditure, Educational Expenditure, Learning Output, Secondary Schools, Kenya.

37. Peace Education As A Conflict Transformation Strategy In Managing Education In Crisis

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Abstract

Using Peace Education as a conflict transformation strategy, this paper seeks to underscore the role of Peace Education in managing education in crisis situations in Kenya. Peace Education is described as primarily an educational process operating within the context of war, threat, violence, and conflict that addresses the attitudes, beliefs, attributes, skills, and behaviours. However, there is no consensus among education professionals and scholars on what peace education entails. There is need to establish the theoretical foundations of peace education and locate it within relevant contexts in a country like Kenya. This would encourage the interaction of academics and education practitioners in dialogue over the pedagogical orientations towards peace education. Such dialogue would be informed by the need for a practical approach towards peace education as a conflict transformation strategy in crisis and conflict regions in Kenya.it would also build consensus on the nature of peace education, whether it would be direct peace education or structural peace education, or even both. The need for peace education to be contextualized is important and cannot be gainsaid. This paper seeks to illustrate the need for peace education in Kenya and demonstrate its aim of integrated and

holistic learning processes inspired by the broad concept of peace.

Key Words: Peace Education, Conflict transformation, Education in crisis, Integrated and holistic education.

38. Contextualizing Inclusive Education in Indian Educational Policy

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Abstract

In this article, we define inclusive education as a phenomena of Indian policy that encompasses various conceptions of education's function, scope, and structure. In competition with various political ideas about education, such as economic discourses that emphasis effectiveness and attainment as educational goals, inclusive education is a political ideal that is articulated in policy. Therefore, inclusive education must be implemented in situations when available alternatives for action are constrained by many, frequently at odds, educational policies at various levels of the Indian educational system. Without an examination of the context of national educational policy, we contend that research and discussion about inclusive education, while vital, fall short. Any interpretation of inclusive education must be contextualization within alarger framework of educational policy, and measures of what constitutes inclusive schools depend on factors like political interpretations of inclusive education, resource allocation, and political discourse at the local as well as the national levels of education. Here, we will provide studies on inclusive education, a synthesis of earlier analyses of Indian educational policies, and our own examinations of our predictions in order to support this point.

Keywords: Sustainable Development Goal, Inclusive Education; Indian Educational Policy; Politics of Education; Special education; Indian &Global Policy Analysis.

39. Education and Mental Health

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Abstract

This study was on education and mental health. The objectives of the study were: 1) Discuss the mental issues affecting learners 2) Explain the relationship between education and mental health 3) Examine the effects of mental issues on education 5) Describe the challenges facing teachers in dealing with learners' mental issues 6) Discuss ways to deal with these challenges. The purpose of the study was to investigate the relationship between education and mental health and the effects of each on the other. The study found out that, higher levels of education are associated with better mental

health while lower education is linked to psychological issues such as depression (Neimeyer, H. et al., 2020). Some of the mental issues include, poor class performance, suicidal attempts and being withdrawn. Teachers face many challenges in dealing with students' mental problems, like, lack of skills and lack of support from the school administration. In addressing these problems, teachers need the correct information about the learners. The study concluded that mental health is inappropriately addressed at home and in schools. The study recommended that there should be proper coordination between different social institutions in identifying and dealing with mental issues affecting students. Communication channels should be open for quick intervention measures. Teachers to be trained on mental health in order to assist the affected learners.

Key words: Psychological, Depression, Suicidal, Intervention, Skills, Support

40. Knowledge Harvesting, Curation And Sharing In Education

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Abstract
This study was on knowledge harvesting, curation and sharing in education. The objectives of the study were: 1) Explain the importance of knowledge harvesting, curation and sharing in education 2) Discuss the main areas of knowledge harvesting, curation and sharing in education 3) Describe the processes of making knowledge harvesting, curation and sharing effective 4) Highlight the challenges facing knowledge harvesting, curation and sharing. The purpose of this study was to examine the importance of knowledge harvesting, curation and sharing in education. The study established that knowledge harvesting is the process of documentation and integration of knowledge created within an organization. Knowledge sharing involves transferring tacit and explicit information from one person to another while knowledge curation is the selection of a subject of information based on specific criteria and distributing it to the consumer in an effective and easily consumable manner. A challenge in knowledge harvesting is that, knowledge production is very fast paced. The study concluded that knowledge is a valuable asset that should be well preserved and provided to people in the most appropriate way for effective consumption. The study recommended that educational knowledge should be harvested through research and curated through peer reviews and revision. It should then be documented in journals and shared through conferences, workshops and seminars for policy formulation and change.

Keywords: Documentation, Integration, Tacit, Explicit, Consumption, Asset

41. Influence Of Non-Tuition School Expense On Students' Enrolment At Public Day Secondary Schools In Imenti North Sub-County, Kenya.

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Abstract
The benefits of education world over accrue to both the individual and the society. This is why the Government of Kenya (GoK), has continued to expand education opportunities for its people. In 2008, the GoK introduced Free Day Secondary Education (FDSE) to increase access to secondary education. In this program, the GoK would cater for school construction, employment of teachers and provision of teaching/learning materials. Parents were required to provide uniforms, meals and

other learning materials. Although the GoK was envisaged a 100% transition from primary to secondary school with this program, by the year 2017 Net Enrolment Rate (NER) stood at 47.2% (KIPPRA, 2020). This shows that despite so much effort, more than half of potential secondary school students are still out of school. Studies have attributed students' non-enrolment to school to many factors. This study looks at the influence of non-tuition expense on students' enrolment to Public Day Secondary (PDS) schools, specifically at Imenti North Sub-County, Kenya. The target population was the head teachers of PDS schools, sampled purposively to include 20 of them in the study. Survey design was adopted as the research design for the study. Questionnaires were used for data collection. The findings revealed that 45% of students invited to join PDS schools do not turn up. Payment for meals was found to be the most deterrent requirement to students' enrolment in PDS schools. The study recommends government-funded feeding program in PDS schools to mitigate the high rate of non-enrolment.

42. Sustaining learning during pandemics in primary schools in marginalized parts of Kenya

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Abstract
The COVID -19 pandemic widened learning gaps, revealed the digital divide but also brought about innovations in learning possibilities which could be harnessed for education resilience in difficult times. Education is life changer and a human right which can't wait without hurting learners especially those in their formative years in primary school. A study by UWEZO (2020) reported that some children were learning during the pandemic which was the inspiration for this study to find out whether any learning took place in Narok county, Kenya which usually suffers poor academic performance and marginalization of the female gender. This case study established a working learning strategy employed by a private primary school in Narok county where parents could not manage to put their children on online learning. The target was the school's 16 teachers and 60 class eight pupils. Qualitative data was gathered using interview schedule influenced by interpretivist paradigm and the cognitive development theory by Piaget. This study was guided by the research question: How did learners access learning amidst challenges of technology supported learning during COVID -19 school closures? How was learning managed while keeping to the Ministry of Health set protocols? What values guided learning resilient efforts? It was established that innovative thinking, concerted effort of teachers, parents, pupils, school workers and the community around the school, positive attitude and diligence contributed to the success of the model which could be replicated elsewhere.
Keywords: Pandemic, Resilience, Model, Interpretivist Paradigm

43. Competency Based Curriculum (CBC) In Kenya: The Challenge Of Classrooms Construction In Secondary Schools Gatundu North Sub-County Kiambu County

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Abstract
Education is an important vehicle for social and economic growth in any society. It is therefore important that the education system is routinely reviewed to realign it with the changing socio-

economic aspirations of the society and the demands of the twenty first century knowledge based economy (Suto, 2020). Globally, many countries including those in Africa are implementing Competency Based Curriculum (CBC) with the aim of developing skills and competencies that match the labour market and enhance opportunities for self-employment (Cheptoo, 2019).

Kenya is currently implementing the new CBC system of education, which is set to fully replace the 8-4-4 system by 2025. It is projected that the population of secondary school learners will increase by 27% in January 2023 from 4,381,701 to 6,029,168 as a result of concurrent transition to Junior Secondary Grade Seven and Secondary Form one by learners in primary school Grade six under the 2-6-6-3 CBC and those in Standard 8 of the 8-4-4 education system respectively. Since Kenya attained independence, three fundamental education systems have been implemented. The Government soon after independence designed and implemented the 7-4-2-3 system of education with the aim of decolonizing the previous system, which was viewed as segregative. The second took place in 1985 when the system was changed from 7-4-2-3 to 8-4-4, with the overall objective of preparing learners to be self-reliant. However, this system had several limitations including a heavy and exam oriented curriculum that overburdened learners and teachers and created limited opportunities for skill development and application. The CBC, the third major educational system reform, was piloted in 2017 and rolled out nationally in 2019, to replace the 8-4-4 with a 2-6-6-3 school system. This study aims to find out the challenges faced by secondary school in CBC classrooms construction in Gatundu north sub-county of Kiambu county.

Key Words: CBC, Education system, challenges, implementation, cbc classrooms, double-double intake

44. Embracing Multiliteracies And Multimodal Learning For Effective Implementatin Of Competency Baced Curriculum In Kenya

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&

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Abstract

For a long time since the introduction of educational system world over, educators have been concerned with basic literacy in teaching and learning. With the emergence of technology, digital literacy slowly started clipping into the education sector giving rise to e-learning and blended learning.In the Fourth Industrial Revolution (4th D) era, the advancement of information communication technologies has made a tremendous change in education and all spheres of life. This change calls for acquisition of multiple literacies in education where learning and teaching has moved from the traditional to transformative pedagogy. Consequently, the curriculum, the teacher and the learner have to embrace the change for positive contribution to the individuals and the society. In Kenya, Competency Based Curriculum (CBC) was introduced in 2017. The objective of CBC was to introduce a learner centered curriculum that is adaptive to the changing needs of students, teachers, and society. The aim of this paper is to examine the concept of multiliteracies and multimodal learning in the context of CBC curriculum as well as assess the preparedness of different stakeholders in the implementation of CBC in Kenya.

45. The relationship between screen time usage and academic performance among school going children. A case of Regis School Runda, Nairobi, Kenya

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Abstract
Technology is part of the global development; however, studies have recorded that poor enactment of technology including educational devices may predispose children to poor academic performance; increased sedentary, poor sleeping habit, developmental abnormalities, and other negative health, social and behavioral outcomes (Atkin et al., 2014; Carson & Janssen, 2011; Gunnel et al., 2016; Mulligan et al., 2011; Robinson, et al., 2015). This study endeavored to establish the relationship between screen time usage and academic performance among students from Regis School Runda in Nairobi. Descriptive correlational research design was adopted and 117 respondents were sampled via simple random sampling. The result of the study indicated that there was no statistical relationship between screen time and academic performance ($r = -0.03$, $p = 0.73$). In consideration on the behavior of the child when screen time usage is denied the results showed that being violent had the highest mean of 3.5 (SD = 1.997). This was followed by being withdrawn (M =2.89, SD = 1.78), angry (M = 2.68, SD =1.79), upset (M = 2.65, SD = 1.68), and bored (M = 2.25, SD = 1.38). The study recommends that learning institutions should conduct periodic parent and guardian workshops to sensitize on the effects of screen time on academic performance of their children. Also, future studies could be conducted to establish the association between screen time and academic performance.

46. COVID-19, Higher Education and Sustainable Development – The New Normal

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Abstract
The UN SDGs (2015) suffered due to the COVID-19 Pandemic. Whole education systems across the world were suspended, 1.6 billion students out of school – on medical advice to preserve life and not overwhelm the health infrastructure, 42% in the informal economy lost jobs (Kenya), an extra 450,000 teenage girls expected to becoming pregnant (South Asia), development budgets decimated by donors and existing national budgets reclassified to respond to the health crisis (UNICEF, 2021). COVID-19 catalysed the trajectory in education and development; the world has entered the new normal that articulates with the Fourth Industrial Revolution (4IR) (Schwab, 2018). Countries with the technological infrastructure adapted with on-line and blended learning; in developing countries, may children will leave education and national development goals have been delayed, a fossil-fuel economy bolstered, with further damage to the environment, and the most vulnerable marginalised (UNDP, 2020). With environmental degradation, urbanisation, and conflict, education must change. From industrialisation as a route towards national development, as measured by increased GDP, the World Bank (2019) advocates the metric of human capital index to focus on health and education.

But how, particularly in developing countries where budgets have shrunk and can be appropriated? What systemic aspects, governing development and delivery of education, need support to provide quality education to all learners – particularly the marginalised? This paper provides conceptual and theoretical analyses to address this complexity articulating with national development priorities building on empirical evidence generated in higher education responses, which acknowledge the COVID-19 disruption and the lessons that emerge.

47. Role of Character Strength Interventions in the promotion of Mental Health among Students in Schools in Kenya

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Abstract
Character strength interventions are tools based on positive psychology that helps individuals to discover and use their character strengths in different settings. Studies have shown that character strength interventions have been found to help young people overcome psychological and emotional challenges such as depression, anxiety, social support, academic functioning as well as general well-being of students. This paper will discuss the psychological basis of character strength interventions, the general characteristics of character strength interventions and discuss ways in which character strength interventions can be applied in schools in Kenya to promote mental well-being among students.

48. 5es Instructional Model: Effect on Students' Achievement in Chemistry Vis-À-Vis Academic Ability in Web 2.0 Based Lessons

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Abstract:
Information communication and technology (ICT) is an integral part in the modern classroom practice. Notable is the capability enshrined in web 2.0 tools that allows for information to be presented in diverse lines of approach and dimensions. Moreover, blending web 2.0 tools with 5Es model of instruction may be of help to learners with diverse academic abilities. This study therefore, aimed at examining how 5Es model impacts learner's achievement based on ability in "structure and bonding" in ICT enhanced lessons in Chemistry. A quasi- experimental design using the Solomon four nonequivalent group type was applied to determine the impact of the 5Es model in web 2.0 base lessons on learners' achievement in "structure and bonding" in chemistry based on ability. The sample size was 77 form two students purposely sampled from public sub county schools with well-established ICT infrastructure in Murang'a County, Kenya. Findings indicated that low ability (LA) learners had better achievement than high ability (HA) learners when using 5Es model in web 2.0 based lessons in Chemistry. Moreover, the deference was statistically significant. Therefore, it is recommended that Chemistry teachers adopt 5Es model in web 2,0 based lessons to raise the achievement of LA learners besides working closely with HA learners to foster good achievement in the subject.
key words: ***web 2.0 based lessons, 5Es instructional model, Achievement, Ability.***

49. Evaluation of the Teacher Professional Development (TPD) Programme in Kenya in the light of Knowles' Conception of Andragogy

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Abstract

It is a common global practice for teachers to undergo capacity building in order to enhance their professionalism and improve service delivery. In Kenya, the Teachers Service Commission (TSC) launched a compulsory Teacher Professional Development (TPD) Programme in September 2021, aimed at developing the teachers' professional outlook and enhancing their performance. However, the programme has received criticism from major stakeholders in the education sector concerning development of the course content, and its implementation procedure. This study sought to analyze the TPD course's development and implementation processes against the established conventional procedure. The study established that TSC did not involve teachers in the preparation of the TPD's policy framework despite being directly affected by it, contrary to Knowles' conception of andragogy. The study recommends that TSC should halt implementation of the programme to pave way for an intensive public participation exercise involving teachers. The outcome of this exercise would inform the formulation a proper mechanism of the course development and its successful implementation.

50. Psychological Capital Profiles and Social Support as Correlates of Academic Engagement Among Undergraduate Students of Kenyatta University, Kenya

Authors:

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Abstract

Academic engagement is a positive state of well-being or fulfilment associated with high energy levels, enthusiasm and strong identification with learning activities. Engaged students attach high value to their studies, have a high sense of self-efficacy and are deeply involved in their academic work. Academic engagement has been associated with positive school outcomes such as improved performance, discipline and school retention. Although research has been done on the importance of academic engagement, there is dearth of information on the role of psychological capital profiles and social support on academic engagement. Therefore, the purpose of this study is to examine the relationship between psychological capital profiles, social support and academic engagement among undergraduate students of Kenyatta University, Kenya. The study will be guided by the following objectives; to determine the relationship between psychological capital profiles and academic engagement, to establish the relationship between social support and academic engagement and to find out the prediction model of academic engagement from psychological capital profiles and social support. Positive Organizational Behavior Model by Luthans (1999), Social Constructivism Theory (Vygotsky, 1962), and Theory of Involvement (Astin, 1999) will guide this study. Correlational

research design will be used. The study will be carried out at Kenyatta University among second and third year undergraduate students enrolled for the Bachelor of Education program. Purposive, stratified and simple random sampling techniques will be applied to obtain a sample of 341 participants. Data will be collected using self-report questionnaires and analyzed using both descriptive and inferential statistical procedures. Findings from this study may be useful in adding to the existing body of knowledge on factors that explain students' academic engagement.

Key words: Academic Engagement, Psychological Capital Profiles, Social Support.

51. Understanding of resource requirements for competency Based curriculum in schools for lifelong learning in Kenya .

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Abstract

As for as education system of Kenya is changing from 8-4-4 to competency based curriculum a lot of resources are highly required for effective curriculum delivery in order to achieve a lifelong learning in Kenya.

The study will be guided by the following objectives . find out the level of awareness among secondary school teachers on C.B.C

Identify how the support of resource required will be available in schools for better lifelong learning to be adhered.

Both quantitative and qualitative research methods will be used which will employ a survey research design out of **900,000** a sample of **90** respondents will be involved in the study. The interview schedule and questionnaires will be administered to collect data.

Data will be analyzed and interpreted using descriptive statistics applying frequency count. Percentages, chi-square and critical ratio . the more the 50% respondents were aware of the existing CBC in Kenya

Hypothesis will be done on relationship between the resource requirement and learning of the CBC.

Recommendations will be forwarded to various stakeholders ,parents ,teachers ,children and education officers.

52. Academic quality standards for university education in Kenya: Issues and concerns inherent in interpretation and adherence

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&

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Abstract

A university is a universal community of teachers and scholars whose core business is teaching, research and community outreach. Academic quality standards are benchmarks for ensuring quality, excellence and universality in university education. In Kenya, the Commission for University Education (CUE), a body corporate established by an Act of Parliament, Universities' Act, No. 42 of 2012, is mandated to provide for establishment, accreditation, governance and management of universities and university colleges, in accordance with the provisions in the Act. The Commission for University Education has published standards and guidelines for establishment, accreditation as well as governance and management of universities. Every university established and operating in

Kenya is expected to adhere to the set CUE academic quality standards. The purpose of the study was to review the set standards and guidelines with a view toward pointing out salient features of the standards and creating awareness among practitioners on the importance of strict adherence. The paper is a review of the standards set by CUE and of secondary data on code of practice, interpretation and adherence to the standards. The study was guided by three objectives: (a) to review the standards set for university education in Kenya; (b) to point out salient features of each standard; and (c) to identify key requirements for adherence by practitioners. The paper brings to the fore the importance of strict adherence to the standards as a prerequisite for enhancement and improvement of the quality of university education in Kenya.
Key words: quality, standards, adherence, salient features, code of practice, management, governance, accreditation

53. Gender Equitable Social Policies to Promote Equal Access to Education in Kenya since Independence

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Abstract

Social policies are defined as collective interventions directly affecting transformation in social welfare, social institutions and social relations in any given society (Mkandawire, 2001; Atieno & Shem, 2007). These policies supported by the state and their central concern is redistribution, production, reproduction and protection and is intended to work with economic policy in pursuit of a country's social and economic goals. An integral part of social policy is how the societies deal with human needs for social security, education, work, health and general wellbeing. The study explored trajectories of social policies in education in five phases namely: late colonial era (1940s – 1950s); early post-independence era (1960s – 1970s); era of crises and structural adjustments (1980s and early 2000s); beyond crises (mid-2000s to 2018); and COVID-19 era (2019 to date). Findings from the study point to the fact that Kenya over the time periods reviewed made efforts to address vulnerability through social policy. In the late colonial era, levels poverty and alienation of the native African population were high because most programmes were centred on the welfare of the settler community. Upon attaining independence in 1963, the independent government initiated policies and programmes to reverse the effects of colonialism on the native population. Most of the initiatives aimed at empowering the Africans through education policies to create a workforce to replace the settler workers (creation of work and employment for local population). During structural adjustment period, the government implemented SAPs which had negative effects in the gains achieved in the first few decades of post-independent. Even though the focus of SAPs was to re-orient the development approach to social and economic development, it was during this period that the levels of poverty escalated and there was overreliance on donor funding in most of the social sectors. Additionally, the levels of employment escalated. It is however important to note that during these periods, the social policies were incognizant of gender equitability and transformativeness. The launch of the first National Gender Policy in 2000, the Kenya Constitution of 2010 and the National Gender and Development Policy of 2019 transformed the gender landscape in the education social policies in the 21st Century. For instance, free primary education ensured equal access opportunities to both girls and boys. Other initiatives that promoted gender equality in education were provision of sanitary towels programme of the Ministry of Education and also the eradication of female genital mutilation

in communities where the practice was deeply entrenched and encouraged girls to return to school. There was also prioritization of gender mainstreaming in all sectors including education. As result of the COVID-19 pandemic in the last few years, the response strategy focuses on teachers and learners in basic education institutions with an emphasis on the poorest and vulnerable learners in the Kenyan schools as well as learners with disabilities and special needs. The plan was expected to be implemented for a period of one and half years and provides the following goals: to mitigate the spread of COVID-19; to provide access to incisive, equitable, and quality education to learners; to support teachers, learners, and education officials; and to facilitate the production of TVs, radios, and online learning and teaching materials (the Republic of Kenya, 2020). In conclusion, there have been differentiated efforts to have gender equitable and transformative social policies in the education sector to promote equal access to education opportunities to both girls and boys, especially in the basic education. Most of these achievements were seen in the first decades of 21st century.

54. Role of media and information literacy education in fostering an information literate Society

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Abstract:

This article promoted a media and information literate society by providing a more comprehensive perspective on the idea of media and information literacy (MIL). In contemporary information society, being media and information literate entails skills that enable individuals to evaluate facts and information through traditional and digital media critically. Individuals nowadays have difficulty navigating the many possibilities and potential dangers of the modern digital world. They do not actively participate in the selection process and passively consume the entertainment options available. As the COVID-19 pandemic spread globally in early 2020, the entire human population was compelled to use the Internet and other mass media for educational purposes and as their primary means of obtaining information. However, miscreants also capitalized on this fact to spread misinformation about the prevalence of the new virus, possible treatments, fraudulent activities and more. One of the roles of media and information literacy is to educate people on how to identify and ignore misleading or false information. Today, improving citizens' MIL in developing nations is challenging in the media development sphere. MIL explores the universal desire to share ideas and information with others in a world where access to such resources is not evenly distributed. A critical understanding of how the media and information systems work and the information and material they produce is crucial for educating and empowering citizens. Media and information literacy go hand in hand with lifelong learning, critical thinking, and being able to understand educational ideas.

Key Words: COVID-19 Pandemic, Digital World, Information Literacy, Information Society, Media, Information Literacy.

55. Relationship between Peer-Buddy Approaches and Enhanced Social Interactions of Children with Autism Spectrum Disorders in Public Primary Schools in Migori County – Kenya.

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Abstract:

A fundamental feature of social life is social interaction, or the ways in which people act with other people and react to how other people are acting, which is a deficit in learners with Autism Spectrum Disorders in Public Primary Schools in Kenya. The study sought to establish the relationship between peer buddy approaches and social interactions of children with ASD in Migori County. The objective of this study was to establish the influence of peer buddy approach on social interactions of children with ASD. Observational Learning Theory was used, which states that children with special needs can learn desired behaviors from their peers through observation and social interactions. The study adopted a descriptive survey design to establish the relationship between peer buddy approaches and social interactions of children with ASD in Migori County. Sampling techniques used in this study were stratified random sampling and purposive sampling. The sample size constituted 30% of 37 schools, 10 head teachers, and 37 assistant teachers. Thirty-four children with ASD and 64 typically developing peers also participated in this study. Five Educational Assessment and Resource Centre coordinators from each Sub-County education office in Migori County and 5 parents of children with Autism also participated in the study. Mixed method was used to gather data. Both primary and secondary data were collected through semi- structured questionnaires and review of literature, respectively. The research instruments used were questionnaires, interview schedule, Focus Group Discussion, and observation checklists. Piloting of the study instruements revealed a reliability of 0.80, while the validity of the instruments was judged by the experts.The data collected was analyzed using both descriptive and inferential statistics. The main techniques used to analyze the data were Predictive Analysis Software (PASW) formerly referred to as Statistical Package for the Social Sciences (SPSS) software version 22, Chi-Square and regression model. The major finding of this study was that peer buddy approach enhanced social interactions of children with Autism Spectrum Disorders. This study recommended that: Ministry of Education should develop programmes to ensure retention of children with Autism in public primary schools and initiate a competence-based curriculum that allows children with Autism to learn at their own pace and interest; parents of children with Autism should be trained on peer-mediated strategies to use with their children to enhance social interactions at home; the findings of this study should inform active formulation of policies and legislation relevant to the plight of children with ASD; Further research should be carried out in all counties in Kenya on relationship between peer buddy approaches and social interactions of children with ASD.

56. The Educational Plight of Refugee and Migrant Education in Kenya

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Abstract

This work analyses the educational plight and difficulties of refugee and migrant education in Kenya. The status of refugees and migrant education in Kenya has both curses and blessings. Rationally, this work was done at a time when refugee numbers wre increasing against dwindling resources and political good will to host them here in Kenya. Groups domiciled in Kenya and settled in refugee camps of Kakuma and Dadaab[i] came from East African countries and beyond, ravaged by political turmoil such as Southern Sudan, Somalia, Rwanda, Uganda, Ethiopia, Congo, among others. The plight of refugee is to have equity in education despite their status since education is a human right. (UNHCR; 2018), The purpose of this work is to bring to fore the insurmountable challenges on the plight of refugee education such as: lack of reasonable security, food, shelter, qualified human resources like teachers and lecturers, lack of infrastructure and learning resources like classes, ICT facilities among others. Qualitative design and research methods such as purposive and random sampling were used to gather both primary and secondary data. Respondents were drawn among100 student's experiences in Kakuma and Dadaab and 20 teachers/lecturers interactions in classes and seminar discussions. Their responses were analysed to give critical suggestions for policy and quality education implementation of refugees globally.. It is the findings and recommendation of this study that more funding is needed to improve and include migrant education by hosting governments and relevant global bodies.

Key Words: Refugee, Equity, education, Quality Education, refugee camps, Resources.

57. Relationship Between Peer-Buddy Approaches and Enhanced Social Interactions of Children with Autism Spectrum Disorders in Public Primary Schools in Migori County – Kenya.

Authors:

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Abstract

A country's socio-economic development is to a large extent based on its research capacity while a country's research capacity depends on its research outputs which includes research graduates it produces. Countries therefore strive to train more research graduates in higher education institutions. Studies have, however, shown that postgraduate research degree study completion and graduation rates are low in many countries globally including Ghana and needed to be improved. Studies have focused on causes of low graduation rates. This study determined endogenous inputs uses which predict internal efficiency in postgraduate research degree programmes in Ghanaian public universities. The study adopted the correlation research design and was conducted at the University of Ghana and Kwame Nkrumah University of Science and Technology. The study had a target population of 3,382 and a sample of 255 research students and 83 research graduates from nine applied science and sixteen humanities departments. Stratified random, and snowball sampling techniques were used to sample participants for the study. The study used questionnaire and documents analysis guide to collect data. The hypothesis was tested at $p<.05$ alpha level of significance. The study found inter alia that endogenous inputs use account for high levels of variation in research students' graduation rate. The study concluded that use of endogenous inputs significantly affects and predicts mean graduation rate of research degree students. The study recommended among others that a policy should be crafted to increase endogenous inputs use in order to improve on research students graduation rates in Ghanaian public universities.

Keywords: endogenous inputs use, graduation rate, higher education, principal components, postgraduate research degree.

58. Learning Kiswahili as a Second Language for the Shona People of Kenya in A Social Set up: Strategies and Challenges

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Abstract

Kiswahili language has been growing tremendously due to great interest in numbers of people learning it. In Kenya, Kiswahili is the second official language and it's studied as one of the compulsory subjects in primary and secondary schools and also one of the areas of specialization in universities. Recently, Kiswahili was elevated to international standards making it one of the UN working languages. Kiswahili is widely spoken in east and central Africa and now internationally. Immigrants to Kenya have no option but to learn it since its used with ease in all domains in Kenya: from official domains to social domains. This research therefore seeks to identify the strategies that the elderly Shona people of Kenya used to learn the Kiswahili language and the challenges they faced in learning the Kiswahili language in Kenya.

59. An Assessment Of Management Of Income Generating Activities In Selected TVET Institutions In Uasin Gishu County, Kenya

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Abstract

Inadequate funding is a major challenge facing Technical, Vocational and Education Training (TVET) Institutions in Kenya. This affects the operations of these institutions and consequently the quality of education offered. With a reduction in government capitation, these institutions are forced to seek for innovative ways to generate funds to supplement their annual budgetary requirements by venturing into income generating activities (IGAs). In order to effectively meet their financial goals, management of the IGAs cash flow and risks is critical. This study aimed at determining roles of staff working in the IGAs; establishing challenges facing the management of IGA units; examining management of cash flows in the IGA units; and analyzing the contribution of IGAs to the institution. The study adopted a qualitative approach and an exploratory survey design. The study's population was comprised of the institutional principals, deputy principals, the finance /accounts officers, the staff involved in day to day operations of the IGA units and students attached to the IGA unit. The sample size was drawn from selected TVET institutions in Uasin Gishu County. Non probability sampling techniques were used. Data was generated using in depth interviews, observation and document analyses and analyzed using thematic content analysis. The study established that IGAs lacked proper management structures and cash flows were mismanaged. The study recommended that those working in the IGA units should be trained on cash flow and risk management. There is need to separate the operations of IGAs from other operations of the institution for effectiveness.

Keywords: TVET, income generating activities (IGAs), management functions, management structures

60. Attitudinal Factors Determining Teachers' Preparedness Towards Implementation of Inclusive Education in Lower Grades Primary Schools in Awendo, Migori Kenya

Authors:

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Abstract

This study focused on the attitudinal factors determining the implementation of inclusive education in lower grades primary schools in Awendo Migori County, Kenya. The study adopted a descriptive survey design to gather data. The location of the study was Awendo, Migori County, Kenya. The target population was lower grades primary teachers in the mainstream schools which have special units. Respondents were 37 in number which included one education officer, nine school heads, and twenty-seven lower grades primary teachers. Quantitative data from questionnaires were analyzed through descriptive statistics while qualitative data from interviews and checklists were analyzed thematically. Pearson's correlation was employed to test the hypothesis at a significant level of alpha .05. Findings revealed that the majority of teachers are in denial concerning the inclusive education rolled down to regular schools. The main recommendation was that compulsory training and sensitization could be conducted in all regular schools across the area to provide teachers with basic skills to work with learners with disabilities in an inclusive program.

61. Re-Thinking The Effects of The Naming of Learning Istitutions: The Case of Mau Mau Secondary School, Tana River, Kenya.

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Abstract
Names carry meanings, real or symbolic. The perception people have on the meaning of a name influence the way they behave towards the subject of the name be it a person or a place. In the same vein, the people bearing the name or associated with a certain name that carries a certain meaning tend to behave in accordance with the name. This is what is known as 'Self-fulfilling prophecy'.
Many educational stakeholders, particularly parents and School Boards tend to lay little emphasis on the meaning of names when naming institutions of learning and simply adopt the existing local name of an area or any other name suggested. The said educational stakeholders fall short of considering the possible negative effects the name could have on the academic performance and discipline of the learners among other negative effects.
The Study was guided by the Labelling Theory of Howard S. Becker and Edwin M. Lemert (1960). The Study adopted the Historical and Case Study research designs. Both primary and secondary sources were used. Secondary sources entailed books on the Mau Mau Rebellion while primary sources were original documents found at the Kenya National Archives in Nairobi. In addition, 15 Key Informants were interviewed after being sourced through purposive and snowballing sampling techniques.
It was found that the basis on which the School was founded rekindles sad memories on the learners, teachers and support staff which works against the inspiration to perform better and behave well. It was suggested that the school changes its name from the current one to a different one that does not carry an emotive history. In addition, other institutions with names (including nick names), that could have similar effects to consider doing the same.

Keywords: Self-fulfilling prophecy, emotive history

62. Effect of Computer Attitude and Gender on the Reliability of Computer Based Testing in Nairobi City County Primary Schools, Kenya

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Abstract
Computer based testing is increasingly being adopted in assessment systems the world over because of the many advantages that it has over the traditional paper based test format. In spite of its advantages, there has been concern that this mode of administration should be of good quality. There have also been concerns about the effect of some pupil psychological and personal characteristics on computer based test quality. While a number of studies on computer based test reliability have been done in other countries, none are readily available in Kenya. The purpose of this study was to determine the effect of computer attitude and gender on the reliability of a computer based testing in Nairobi City County primary schools. Multi-stage sampling was used to select 424 standard seven pupils in 10 primary schools. A 2x2 factorial between subjects experimental research design was utilized. The main tool used in this study was a Science test that was administered via either the computer or the paper based test modes. Results of analysis indicated that the computer based test

was reliable and therefore fulfilled the quality imperative. It was also found that computer attitude and gender did not have an effect on the reliability of the computer based test. In combination, computer attitude and gender had a non-significant effect on the reliability of computer based testing. It was concluded that computer based testing provides reliable test outcomes and therefore its use in schools as well as in national assessments can be upscaled. More can be done to improve computer attitude among girls. Future research can consider samples from other counties as well as other school subjects.

Key Words: Test Reliability, Classical Test Theory, Computer base Testing, Computer Attitude, Gender.

63. The impact of Academic Staff Union of Universities Strike Action on learning: A qualitative exploration of perceptions of Undergraduate public University students in Yola, Nigeria.

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Abstract:

The fact that industrial action such as strike is an avenue for employees to air their grievances, the incessant strike action by the Academic Staff Union of Universities (ASUU) in Nigerian over the years has negative impact not only on academic success of students but many other aspects of their lives. However, little research has been done from phenomenological perspective to describe university student's perception of the impact of ASUU strike. The objective of this study was to explore the perceptions about the impact of ASUU strike among a convenience sample of public university students (n=20) in Yola, Nigeria. Semi-structured interviewer-guided questions were used for data collection and were analysed using inductive thematic analysis. Perceptions of the respondents were summarized into three major themes: (a) confusion among students, lecturers, and parents (b) paralyse learning (C) negative feelings/anxieties. Findings reveal that, undergraduate students and parents express confusion, uncertainties, worries and fear over negative impact of the ASUU strike. The negative feelings reported, include worries and anxieties about lower exam grades and helplessness about poor financial security. The study concluded that since low morale and low motivation affect teachers' productivity, this paper recommends that the re-negotiated 2009 agreement signed between ASUU, and the Federal Government of Nigeria should be implemented immediately without further delay to boost their morale.

Keyword: Academic Staff Union of Universities, Undergraduate public University students, Strike action, perceptions.

64. The role of language in pursuing science subjects by high school students with hearing impairment in central region, Kenya City county Kenya

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Abstract:
Science generates solutions for everyday life and helps us to answer the great mysteries of the universe and thus regarded as one of the most important channels of knowledge. However, most students with hearing impairment perform dismally as compared to their performance in humanity related subjects in KCSE examination. The purpose of this study was to investigate the role played by language in pursuance of science subjects among high school students in central region, Kenya. The study adopted survey design using questionnaires and interview schedule to collect data from teachers and students from 3 high schools for learners with hearing impairment in central Kenya. 21 students with hearing impairment were sampled from the 3 schools, 7 student taking chemistry, 7 physics and 7 biology. Major finding of the study was that lack of signs for advanced scientific terms significantly hinders students with hearing impairment performance in the sciences, hence affecting their admission into science related courses in higher institutions of learning. Major recommendation of the study was urgent development of conceptually accurate Kenyan Sign Language signs for scientific terms.
Key terms: Hearing impairment, Kenyan sign language

65. Effectiveness Of Automated Speech Training System In Enhancing Speech Among Hard Of Hearing Learners In Selected Schools In Nairobi City County Kenya.

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Abstract:
Educational instruction of learners with hearing impairment has been skewed towards manual communication. The purpose of this study was to investigate the effectiveness of an Automated Speech Training System (ASTS) in enhancing speech among learners who are hard of hearing in selected schools in Nairobi City County, Kenya. Objectives of the study were to: establish the level of speech perception and production of learners who are hard-of-hearing before using ASTS, establish the effects of ASTS on enhancing speech perception and production among learners who are hard of hearing, compare the effects of ASTS with traditional speech training methods on speech perception and production of learners who are hard of hearing and to find out the role played by selected demographic factors in the effectiveness of ASTS in enhancing speech among learners who are hard-of-hearing. The study adopted single-subject quasi-experimental research design to allow systematic testing of the effects of the Automated Speech Training System on perception and production of speech among learners who are hard-of-hearing. The target population for the study was 94 learners with hearing impairment from selected schools. Using purposive sampling technique, 32 learners who are hard of hearing were sampled. Data was collected using the Automated Speech Training System

that used 3-D animation technology with both visual and audio components. Major research finding of the study was that the system enhanced speech among learners who are hard of hearing.

Key terms: manual communication, speech training, hard-of-hearing, automated system, speech perception, speech production.

66. Teachers' Level Of Self-Efficacy And Use Of Improvised Learning Resources

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Abstract:

Learning materials make a major contribution in learning achievement especially in early childhood. However, in Kenya there is deficiency of learning resources in most pre-primary schools. Although this has been attributed to inadequate funding, it is not clear why teachers who are supposed to improvise learning resources from locally available materials fail to do so. This study sought to establish how teacher factors influenced the use of locally available materials in pre-primary grades. Specifically, the study focused on how teachers' level of self-efficacy influences the use of improvised learning resources. The study was anchored on Jerome Bruner's Constructivist Theory. The study employed correlational research design and was conducted in South Imenti Sub-county. The target population included 474 head teachers and pre-primary school teachers. Stratified, purposive and simple random sampling were used to sect a sample of of 142 respondents. Pearson Product Moment Correlation Coefficient was employed to determine how the variables related to each other. The study found that teachers' level of self-efficacy had a positive and significant influence on the use of improvised learning resources in pre-primary grades. The study concluded that pre-primary teachers had a strong belief in their ability to effectively handle the tasks, obligations, and challenges related to the use of improvised

Keywords: Learning materials, Self-efficacy

67. Competency Based Curriculum Development and Digital support materials process: A Step by Step Practical Guide

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Abstract:

Competency Based Curriculum Development process has attracted the attention of scholars globally owing to its unique emphasis on skills acquisition. Further digitization of the curriculum support materials enhances flexibility of learning. The purpose of this paper was to design a step by step practical guide for developing Competency Based Curriculum and Digital support materials. The objectives of the paper were to develop Competency Based Curriculum using the DACCUM approach, develop Competency Based Assessment from occupational standards and create learning experiences to enhance acquisition of new knowledge and skills. The paper adopted the Development of A Curriculum Model (DACCUM) chart and the methodology was the Beneficial Participatory approach. The target population were the TVET institutions and universities implementing the

TVET programs. The study unit were project driven institutions that were supported by funding agencies to develop CBET curriculum. The paper targeted phase one of TVET institutions: Nairobi Technical training institute, Thika technical, Kenya institute of technical trainers. Phase two: Ramogi Institute of Technology,Bumbe and Ekerubo institutes.Phase three:KTTC and phase four Pwani university. The paper established that involvement of practioners in the process of CBET curriculum development is paramount in determining the quality of the curriculum developed. In addition development of relevant CBET curriculum is step by step systematic process where each of the steps leads to a deliverable as stipulated in the model.

Keywords: Curriculum development ,model, Occupational standards, assessment.

68. Implementation of Competence Based Curriculum and its Effect on Learning Outcomes in Lower Primary Schools Butere Sub-County, Kakamega County, Kenya

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Abstract:

In Kenya, teachers in primary grades are currently implementing the competence-based curriculum. The new curriculum places more emphasis on learners demonstrating what they have learned.This study was designed to accomplish the following objectives: To determine the effect of learner centred teaching methods on learning outcomes in implementation of CBC in lower primary schools in Butere sub county Kakamega county .To find out the level of availability and utilisation of learning resources and its effect on learning outcomes in implementation of CBC in lower primary schools .The study used descriptive study research design.818 respondents made up the study's target group. 19 head teachers and 193 teachers were sampled using stratification and simple random sampling. Thus final sample size for the study was 212 participants. Instruments for acquiring data included questionnaires, an interview schedule, and an observation plan. Qualitative data was analysed thematically and presented through narrative. Quantitative data was analysed using descriptive statistics as well as inferential statistics (regression analysis) and presented in percentages and frequencies. The study's findings indicate that usage of learner centred teaching methods has effect on learning outcomes. The study also found that availability and utilisation of learning resources has effect on achievement of learning outcomes. The study recommends that the government should provide adequate digital devices to primary schools and in-service training for teachers on how to use them to teach. It also recommends that head teachers should supervise teachers use of learner centred teaching methods such as resource persons and field trips.

69. Gender Responsive Pedagogy in Improving Performance of Girls in Science Subjects in Nairobi County, the Case of Secondary Schools in Dagoretti Sub-County, Nairobi – Kenya.

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Abstract:

Gender responsive pedagogy enables teachers to respond adequately to the learning needs of students especially girls during classroom processes and practices. Specifically, the study seeks to establish the

influence of gender responsive pedagogy in improving performance of girls in science subject in Nairobi County: the case of secondary schools in Dagoretti Sub-County. The objectives of the study are: to determine the influence of gender responsive language use, gender considerations in classroom set-up, gender responsive teaching and learning materials and teacher's attitude towards each gender on performance of girls in science subjects. Descriptive research design will be adopted in this study. The research target population comprises of teachers and girl's representatives from the 53 schools in Dagoretti Sub-County. A sample size of 367 respondents will be obtained using random and stratified purposive sampling technique. Prior to the actual data collection, pilot testing of the instruments will be conducted. The validity of the instrument will be ascertained using face validity, construct validity and content validity, while reliability will be tested using test-retest method. Quantitative data will be analyzed through percentages, frequencies and pie-charts while qualitative data will be analyzed thematically and presented in narrative form. This study may guide in the development of strategies that enhance implementation of science subjects hence bridging the gap in performance between boys and girls.

Keywords: Gender, Pedagogy, Performance.

70. Teacher Related Factors Influencing Implementation of Competency Based Curriculum in Primary Schools in Mathioya Sub- County, Murang'a County.

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Abstract:

Teaching using competency-based approaches of teaching and learning might help learners acquire competences that will help them improve their performance. The specific objectives will be to establish the influence of teachers' pedagogical content knowledge, teacher's technological skills, teacher's perceptions and attitudes and teachers' academic/professional qualifications on implementation of competency-based curriculum in Mathioya Sub County. The study will be guided by the curriculum implementation theory. The study will use descriptive research design. This study will target 62 primary schools, 62 head teachers, and 800 teachers in Mathioya Sub County. The data will be collected by the use of a questionnaire. Stratified sampling technique, purposive and simple random will be utilized to select respondents. The study will collect both quantitative and qualitative data. Descriptive statistics such as frequencies, percentages, mean and standard deviation will be used to analyze the quantitative data and information presented in form of tables. The qualitative data from the open-ended questions will be analyzed using content analysis. The implication of this paper is that it will have a significant input in the optimization of performance of students in public primary through implementation of CBC.

Key words: Implementation, perceptions and attitudes, pedagogical content knowledge.

71. Teachers' Capacity to Integrate Digital Literacy in Early Years Education Level among Public Schools in Nakuru County, Kenya.

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Abstract

Digital literacy is one of the elemental skills in a Competence-Based Curriculum. Digital literacy should be integrated across all learning activities. The purpose of this study is to determine the

teacher's capacity in the ongoing integration of digital literacy as a core competency in the early years' education level in public schools within Nakuru County. The objectives of the study are: To find out if teachers have access to and use the available digital resources and teachers' level of knowledge and skills in digital literacy and find out teachers' perception of integration of digital literacy and the frequency of training on digital literacy. The research will employ a correlation research design. The researcher will use convenience sampling. A sample of 165 teachers, 11 Headteachers,9 Sub-County Managers of Education, and 9 TSC officials will be involved in the study a total of 194 respondents. The researcher will use questionnaires, and interrogation guides in fetching information. Both qualitative and quantitative data will be collected. Quantitative data will be examined by employing the content analysis method and presented thematically. Qualitative data will be examined through descriptive statistics such as means, percentages, among others, and inferential statistics such as Pearson moment correlation and further analyzed using SPSS version 21.0. to assist the researcher in complex data analysis needs like frequencies, cross-tabulation and bivariate statistics.

Key words: Digital Literacy, Teacher's capacity, Digital resources, CBC, and Integrate.

72. Determinants of Effective Implementation of Strategic Plans in Public Secondary Schools in Kisii County, Kenya.

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&

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Abstract:

Research on the execution of strategic plans conducted all over the world has communicated that despite excellent strategies being formulated a few have been implemented successfully. The motive of doing this research is guided by the desire to establish the determinants of effective implementation of strategic plans in public secondary schools in Kisii County. The research was guided by these objectives: to assess to what extent the professional qualification of school principals guide the execution of strategic plans, to assess how resource allocation facilitate the implementation of strategic plans, to assess the role of the Board of Management in resource mobilization impact the execution of strategic plans and finally to assess the role of stakeholders (teachers, parents) in carrying out strategic plans. Resource Dependency Theory was employed since it explains that organizations depend on limited available resources in order to survive. The researcher employed a descriptive survey design. The sampling technique that was used is simple stratified. The population targeted was all 274 registered government sponsored secondary schools in Kisii County. The sample size consisted of 28 deputy principals, 138 teachers, 28 BOM/ PTA members, 138 student councils, and 28 principals. The interviews and questionnaires were used to gather data whose validity and reliability were ascertained through expert judgement and split-half methods respectively. Descriptive statistics which involved frequencies and percentages were used to analyze quantitative data whereas thematic analysis was employed to analyze qualitative data. The study established that professional qualifications of principals influenced the execution of strategic plans in secondary schools. In addition, the study established that the schools had inadequate resource allocation which affected implementation of strategic plans as stated by the majority of the respondents. Further, the research

revealed that the majority of the BOMs were involved in resource mobilization to a small extent, this negatively affected the execution of strategic plans in the schools. Finally, the study established that parents different roles in implementation process.

Keywords: Strategic plan, Implementation, Secondary School

73. Lifelong Learning Orientation And Grit As Correlates of Online Learning Satisfaction Among Bachelor of Education Students, Kenyatta University Kenya

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Abstract

Globally, the year 2020 saw many institutions of higher education (IHE) adopt online learning due to the COVID-19 disruption of the normal academic calendar. The sudden shift to online learning caught many IHE unprepared in terms of requisite infrastructure, resources, and capacity. This raised concerns about online learning satisfaction (OLS), a significant marker of effective educational processes and outcomes. With online learning now part of the new normal, it is imperative that OLS is promoted for more learner engagement and better academic outcomes. Research shows that the extent to which online learning is effective and satisfying depends on physical infrastructure, resources, and facilitators' capacity of as well as learner attributes. Lifelong learning orientation and grit are two such attributes that consistently correlate with OLS. However, there is a dearth of research on these variables in the COVID-19 era context in Africa. Against this background, this cross-sectional study investigates the correlation between lifelong learning orientation, grit, and OLS among Bachelor of Education learners in Kenyatta University, Kenya. The study will involve a random sample of 1200 Bachelor of Education students in 2nd, 3rd, and 4th year of study at Kenyatta University who have taken at least one online course from 2020. Data will be collected using a questionnaire consisting of Online Course Satisfaction Survey; Lifelong Learning Orientation Scale and Grit Scale. Statistical analysis will include correlational analyses; independent samples t-tests; and mediation analyses. The study may inform interventions aimed at enhancing OLS by targeting learners' lifelong learning orientation and grit.

Key Words: Lifelong Learning Orientation; Grit; Online Learning satisfaction.

74. Motivational Beliefs and Examination Anxiety as Correlates of Online Learning Engagement among Undergraduate Students

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Abstract

Online learning played a significant role in university students' instruction, especially during the Covid-19 pandemic. However, limited studies have examined the role of motivational beliefs and examination anxiety in online learning engagement. Based on the expectancy-value theory, the present study (a) established the correlations among motivational beliefs and online learning engagement (b) determined the relationship between examination anxiety and online learning engagement, and (c) Tested for gender differences in motivational beliefs, examination anxiety and online learning engagement. The study adopted a correlational research design. Kenyan undergraduate students (N =156; Females = 51.9%, Males = 48.1%) participated in an online survey. Their age ranged between 18 - 27 years old. Two questionnaires were adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) and the University Student Engagement Inventory (USEI) and used to generate quantitative data. The scales examined three dimensions of motivational beliefs: Academic self-efficacy (ASF), task value (TV), control of learning beliefs (CLB) and examination anxiety (EA), and three dimensions of online learning engagement: Cognitive (CAE), Behavioural (BAE), and Emotional (EAE). The results established significant positive correlations among the motivational beliefs and online learning engagement. There was significant negative correlation between examination anxiety and emotional dimension of online learning engagement. There were non-significant gender differences in motivational beliefs, examination anxiety and online learning engagement. The findings will assist the development of interventions aimed at enhancing students' motivational beliefs and online learning engagement and optimise academic achievement.

75. Evaluating Learners' Practical Skills in Sewing among Junior High Schools in Ghana.

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&

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Abstract

Home Economics is a subject taught as part of the Basic Design and Technology (BDT) curriculum. Sewing is one of the subjects taught under home economics. At the junior high school level in Ghana, home economics teachers prefer teaching the theory above the practical. Many stakeholders have since questioned the learners' performance in the field of Basic Design and Technology sewing. Many learners find it difficult to use their practical skills for paid or self-employment. The study assesses the practical abilities of learners in junior high schools in Ghana in light of this. Out of 110 learners from 6 chosen junior high schools in the Mampong-Ashanti Municipality of Ghana, 60 BDT sewing learners participated in the study. A purposive sampling technique was used to select JHS 3 learners offering BDT sewing. The study used a questionnaire for data collection. The data for the study were

analysed with the help of descriptive statistics. The respondents had higher mean scores for content topics than for practical topics. The findings revealed that teachers should be given periodic in-service training on the practical aspect of sewing to enable them to improve upon their instructional presentation and strategies during sewing lessons. Teachers should be encouraged to develop an interest in reading the syllabus and the current textbooks for sewing to increases their content knowledge of the subject.

76. Understanding of Resource Requirements for Competency Based Curriculum in Schools for Lifelong Learning in Kenya

Authors

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&

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Abstract

A competency-based curriculum emphasizes on what learners should do rather than focusing on the expectations of what they should know. Implementing a competency based curriculum in Kenya aims at providing the best knowledge, values, skills and attitudes to learners through education. Competency based education strives to certify a learner's progress based on demonstrated performance in various aspects of a designed task. The Competency Based Curriculum provides a way of enhancing lifelong learning in Kenya. Lifelong learning focuses on personal development, and personal fulfilment. Lifelong learning include various initiatives such as developing a new skill, learning a new sport, or acquiring new knowledge. This research study begins with an introduction of the Competency Based Curriculum and its importance in education. The study then discusses the findings on the secondary teachers' awareness level of CBC, the availability of support resources and the impact of the educational resources in curriculum implementation. The discussion is based on respondents' view on the Competency Based Curriculum matters. The research hypothesis is the relationship between resource requirement and CBC learning. Using a chi-square, this research tests the stipulated hypothesis. The study concludes with a reflection of the research findings and a deeper insight of lifelong learning. This research then gives various recommendations to be adopted for effective implementation of the Competency Based Curriculum in schools for lifelong learning.

78. Re-engineering Library Roles in Curbing Anti-Social Behaviours among Secondary School Students in Gwagwalada – Abuja.

Authors:

Anthonia Ifeoma Okafor & Juliet Ijeoma Okafor

Kenyatta University Nairobi-Kenya

Abstract

The paper discusses anti-social behaviours among secondary school students in Gwagwalada area council of Abuja Nigeria as a result of neglect on the roles of library. Library generally is a service institution to every organization which schools are not left out. George (2010) defined the library as "collection and organization of resources by experts in information which are made available in different formats for programs and services having the aim of encouraging intellectual learning for advancement of the society through educating/enlightening the users. The role of the library according White (2012) is promotion of learning opportunity, boosting literacy and educational levels,

shaping new ideas and opinions, ensuring accurate record of knowledge collected over time by previous generations, advance research and human knowledge for posterity. School library is a tutoring support to students in both primary and secondary schools. Many schools in Gwagwalada area council in Abuja Nigeria do not have libraries, few kept a small room in their schools and tagged it "library", while some have building with outdated books with no patronage, while very few have functional library – with a non- professional managing them. Most of the students engage in anti-social behaviours like taking of weeds, associating in cult activities, indulging in criminalities and other vices not mentioned. It is known fact that recreational activities is one the roles of library, but because the school do not have a functional library, or having the ones that have a novice as the librarian, recreational function are neglected, and it leads to anti-social behaviours among students. Managements of schools should a matter of urgency awakening the roles of library to save the youths who are the leaders of tomorrow.

79. Bridging the Gap Between the University and Industry in a Knowledge Economy: a case study of some selected State Universities and Industries in Southwest Nigeria

Authors:

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Abstract

The institutions of higher learning are the powerhouse of knowledge creation, innovation, and skills critical for social and economic development. The shift by industries to fund scientific knowledge generated by universities in place of internally generated basic research impacted on scientific discoveries instrumental to innovation and productivity in an economy. Consequently, universities focused researches are often criticized for being curiosity-driven rather than being mission oriented. On the other hand, industries focus on development and commercialization creating conflict of interest with regard to knowledge transfer implying that firms are unable to translate research finding into executable solutions. Further, scientific knowledge translation to technical progress and detecting scientific discoveries that are useful for technological development with large mass of amount of scientific work published yearly is difficult. Moreover, collaboration involve university-industry knowledge transfer with substantial barriers attributed to cost, unprecedented risks, and skills. Therefore, the study will examine if cooperating with academic scientist can increase firm chances to generate valuable innovation and enhance industry productivity. The measures to reduce university-industry knowledge transfer, ways to mitigate conflict of interest, the role which government has to play to enhance knowledge transfer between universities and industries. Online survey will be employed to explore the extent of knowledge transfer between university and industries particularly in three state universities and three industries with substantial market share. The study will propose ways to building strong and innovation capabilities through collaboration and mobilization of resources from various stakeholders. Further, the study will explore and provide innovative delivery approaches for creating a conducive social, economic, and political climate to enhance university-industry knowledge transfer. Scientific knowledge is essential for innovation and productivity though, a critical gap exist in university-industry knowledge transfer particularly in translation of scientific knowledge to technical progress and detecting useful technological development in scientific discoveries.

80. Teacher Performance Appraisal and Development (TPAD) and its Effects on the Teaching-Learning Process in Public Secondary Schools in Taita Taveta County, Kenya.

Authors:

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Abstract

Teachers performance appraisal is a key aspect of improving the quality of teaching and learning in schools. Teachers in Kenya have been evaluated using the Teachers Performance Appraisal Development (TPAD) tool introduced by TSC in 2016. The objectives of this study will be to determine the effectiveness of TPAD on the improvement of the teaching-learning process and to examine the obstacles towards effective teacher appraisal. The study will be guided by the Yee and Chen (2009) performance appraisal model. A descriptive research design will be employed. The target population will comprise of the Four TSC officials, four CQASO officials, 88 principals, 88 deputy principals, and 773 teachers from Taita Taveta County's 88 public secondary schools. Stratified random sampling will be used to select 23 secondary schools.23 principals and their deputies will be chosen using a purposive sample technique, while 230 teachers will be selected using a simple random sampling technique. Questionnaires and interviews schedules will be used to collect qualitative and quantitative data. Piloting will be done to test the reliability of the instruments. Quantitative data will be analyzed using descriptive statistics which includes frequency counts, percentages and means while qualitative data will be presented thematically. This study may be useful mainly to TSC to enhance teachers teaching and learning process.

Keywords: Teachers Performance Appraisal, Effectiveness, Influence, Teaching and learning process and Quality.

81. Covid-19 and Inequalities in Primary and Secondary Education in Africa: The Case of Kenya.

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Abstract

This paper examines the inequalities in primary and Secondary education brought about by the COVID-19 pandemic in Africa with a focus on Kenya. This has had both positive and negative impacts with questions largely being on the states and society's attitude towards digital technology and whether or not the education systems are tailored in a way they can be delivered through technology. The one unmissable impact of the COVID-19 pandemic in Kenya and in most African countries is the reality of a tiered-primary and secondary education system. As most national governments closed all schools, all forms of formal learning for pupils in public schools halted. However, pupils from privileged backgrounds, attending private schools and actually following the so-called international curriculum, were able to resume learning through online platforms. This reality reproduces and exacerbates inequalities in society, as much as signpost faulty foundations of current development models in Africa. The paper also focuses on the desperate need to rethink the delivery of learning in Kenya, and Africa broadly with questions arising as to whether the current education system meets

the needs and aspirations of citizens. With the digital learning largely being utilized in several private schools to cater for primary and secondary school learners. However, those in state schools and generally from the lower social class continue to miss-out on learning. The reality of a tiered education system in the context of COVID-19 reinforces the prevalence of 'analogue' education and the digital gaps in learning in state schools in Kenya and most African countries. COVID-19 has not only found faulty in our education system but has also brought about opportunity. The current reality could and should be a trigger for a genuine national reflection and conversation on human capital development in Kenya.

82. Determinants of Students' KCSE Examinations Performance Among Young National Schools in Samburu, Marsabit and Isiolo Counties, Kenya

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Abstract
In 2011, the Kenyan Government in a bid to improve access to quality education in the country increased the number of national schools from 17 to 114. Despite this huge investment by the government, KCSE performance in some of the schools that received the new status was too low. This study sought to establish the influence of infrastructural facilities, staffing, instructional materials and enrollment on KCSE performance in Samburu Marsabit and Isiolo counties. The study used correlation research design. It had a sample size of 5 principals, 60 teachers, 3 examinations officers, and 3 staffing officers. Purposive and proportionate sampling techniques were used in the selection of the sample. Observation, interview schedules and questionnaires were used in data collection. Results from multiple regression analysis of the dependent and independent variables indicated that staffing, enrollment, infrastructural facilities and instructional materials positively impacted performance at a 5% level of significance. Instructional materials had the highest influence of 0.329, followed by enrollment (0.273), then infrastructural facilities with a coefficient of 0.189 and staffing with a coefficient of 0.156. Pearson correlation showed that all correlation coefficients in staffing, infrastructural facilities, instructional materials and enrolment were positive, suggesting that a positive relationship existed between the variables and academic performance. Schools were understaffed, lacked enough infrastructural facilities and had congested classes. They lacked enough play fields and internet-connected ICT research centers and did not enrol quality students.

83. An Evaluation of the Strategies Used to Teach Reading to Learners with Reading Disabilities in Thika West, Kiambu County, Kenya

Authors:
Dr Jessina Jessica Muthee, & Penninah Ndinda Peter
Department of Early Childhood and Special Needs Education, Kenyatta University, Kenya

Abstract:

Reading is a fundamental skill for all learners, and the ability to read reflects on a person's academic performance, life quality, and overall wellbeing. Yet, learners with reading disabilities (RD) encounter unique individual and environmental obstacles that affect their reading achievements adversely. Teachers can enhance the academic outcomes of such persons if they adopt appropriate teaching strategies customized to meet individual needs. Presently, there is limited research on the adoption of specific teaching strategies used with learners with RD. The current study sought to contribute to the literature in this area by evaluating the strategies teachers use to teach reading to

learners with RD, focusing on public primary schools in Thika West Sub-County, Kiambu, Kenya. Four strategies were assessed: phonics, alphabetic, look-and-say, and multisensory methods. A structured questionnaire was administered to a sample of 12 teachers from randomly selected schools in the sub-county. The questionnaire prompted the teachers to indicate the frequency at which they used each method when teaching reading to learners with RD. Descriptive analyses were then conducted to establish the extent of adoption of each strategy. The analysis identified the alphabetic and look-and-say strategies as the most widely adopted methods. About 91.7% of the respondents indicated that they utilized the alphabetic strategy either always or often. The corresponding proportion for the look-and-say method was 83.3%. In contrast, the multisensory strategy was the least adopted strategy among the respondents. Only 33.3% of the teachers mentioned that they used the multisensory approach always or often. None of the teachers relied on a single strategy. Instead, all of them used at least two strategies. From the findings, it can be concluded that the extent of adoption of the strategies varies with individual teachers. There is also the need to evaluate whether the strategies used by the majority of teachers work best for learners with RD.

84. Influence of Principals' Leadership Behavior Practices and Students' Academic Performance in Public Secondary Schools. A Case of Nakuru County, Kenya.

Authors:

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Abstract

Principals in schools give their learning institutions images of their potentialities through support to improve the mission and vision to its accomplishment yet, some schools have lagged behind. The objectives were: To establish the influence of principals' leadership behavior of initiating practices on students' academic performance at K.C.S. E in Gilgil, Nakuru County and to determine the influence of principals' leadership behavior of achievement oriented practices on students' academic performance at K.C.S. E in Gilgil, Nakuru County. Descriptive survey design was used. A sample of 28 schools, 28 principals and 169 teachers were selected. Questionnaires were used to collect data. Data was analyzed by the use of inferential for correlation analysis and descriptive statistics. The findings revealed that the principals' perception in comparison to their leadership behaviour in initiating, principals and teachers tended to agree and had moderate consensus as they rated the leadership behaviour of initiating moderately high which attributes to teachers' motivation. Also there was moderate consensus and respondents had a tendency to agree that achievement oriented behaviour was dominant. As the leadership behaviour provides challenge to staff members to perform work at the highest level possible. The study recommended that Principals need to use the most appropriate leadership behaviour practices that facilitates collective responsibility and consultative decision making with all stakeholders in schools. Also Principals in schools need to improve in attending management courses and seminars, to increase their competitiveness in technical problems.

CONFERENCE PROGRAMME

HYBRID 8TH INTERNATIONAL ANNUAL CONFERENCE ON EDUCATION AND LIFELONG LEARNING

6TH– 7TH OCTOBER 2022

KENYATTA UNIVERSITY SCHOOL OF EDUCATION AND LIFELONG LEARNING, KENYA

CONFERENCE THEME

"Optimizing Holistic Education for Sustainable Development"

THEMATIC AREAS

1. Green Education for Sustainable Development
2. Quality Education for the Millennial Learners
3. Equitable Education
4. Competency Based Education
5. Teacher Education and Professionalism
6. Technical, Vocational Education and Training
7. Managing Education in Crisis
8. Knowledge Management for Sustainable Development

DAY 1 THURSDAY 6TH OCTOBER 2022

E. AFRICAN TIME	ACTIVITY/EVENT	Session Chairperson	Session Rapporteur
08.30-8.45	**LOGIN AND VIRTUAL REGISTRATION OF PARTICIPANTS**	**Dr. Esther Waithaka**	**Dr. Josephine Mutua**
	OPENING CEREMONY		
08.45-8.50	**Prayer**: :**Dr Peter Gitonga**		
08.50-09.10	**Welcome Remarks** : **Prof. Kisilu Kombo** *Conference Chairman*		
09.10-09.20	**Brief Remarks** : **Dr. John Ndiritu** *Executive Dean School of Education and Lifelong Learning, Kenyatta University Nairobi Kenya*		
09.20-09.30	**Remarks :** **Prof. Vincent Onywera** *Deputy Vice-Chancellor (Research, Innovation & Outreach) Kenyatta University Nairobi Kenya*		
09.30-09.45	**Speech:** **Prof. Waceke Wanjohi Ph.D., FRSB, FKNAS** *Vice Chancellor, Kenyatta University Nairobi Kenya*		
09.45– 10.05	**PRESENTATION BY CHIEF GUEST AND OFFICIAL OPENING OF VIRTUAL CONFERENCE:** **Dr. Eusebius Mukhwana BVM., MSc., Ph.D. (HSC)** *Director General, Kenya National Qualifications Authority*		

E. AFRICAN TIME	ACTIVITY/EVENT	Session Chairperson	Session Rapporteur
10.05 – 10.35	**PRESENTATION BY CORPORATE PARTNERS:** • Kenya National Commission for UNESCO (**KNATCOM**) • UNESCO Regional Office for Eastern African *Paper presentation by* **Ms. Mary Kang'ethe** (Kenya National Commission for UNESCO) **Topic**: Enhancing Learners' Resilience and Teachers' Capacity to Mitigate the Negative Effects of FGMC/C on School Transition in Kajiado and Narok *Paper presentation by* **Dr. Temechegn Engida** *UNESCO- IICBA* **Topic**: ODL for Teachers' Lifelong Learning in Africa	**Dr. Esther Waithaka**	**Dr. Josephine Mutua**
10.35-10.40	**VOTE OF THANKS** **Dr. David Kariuki** *Chairman Department of Educational Psychology*		
10.40 – 10.50	**HEALTH BREAK**		

Hall Label	BREAK AWAY - A THEME 2	BREAK AWAY - B THEME 3	BREAK AWAY - C
Session Chairpersons	**Dr. David Kariuki**	**Adeola Kiadese Lukmon (Ph. D)**	**Prince Dzingirayi**
Rapporteurs	**Dr. Peter Gitonga**	**Dr. Janerose Kibaara**	**Dr. Peter Gathara**
E. AFRICAN TIME	**AUTHOR & TITLE**	**AUTHOR & TITLE**	**AUTHOR & TITLE**
10.50 – 11.05	**Esther Kerebi Nyamache** Effects of Covid-19 Pandemic-Related Stress on The Risky Behaviour Among Secondary School Students in Lang'ata Sub-County Nairobi County; Kenya Nairobi **KENYA**	**Annie Musonda-Mubanga and Beatrice Chirwa** Exploring Teachers' views on Inclusive Education: A Reality or Dream for the Zambian Context? Chongwe, **ZAMBIA**	**Dr. John Peter Bwire** Managing Education in Crisis: The Plight of Refugee and Migrant Education in Kenya Kenyatta University **NAIROBI KENYA**
11.05-11.20	**Christine Wasanga** Role of Character Strength Interventions in the promotion of Mental Health among Students in Schools in Kenya Kenyatta University **NAIROBI KENYA**	**Prof. John Aluko Orodho, Dr. Thaddaeus Ogola Rugar3 & Lucy Akinyi Eunice** Per Student Expenditure and Learning Output in Science and Mathematics Subjects in Public Secondary Schools in Siaya County, Kenya. Kenyatta University **NAIROBI-KENYA**	**Josephine Ndanu** The Relationship Between Screen Time Usage and Academic Performance Among School Going Children. A Case of Regis School Runda, Nairobi, Kenya United States International University **KENYA AFRICA**

11.20 – 12.35	**Dr Eunice N. Maina** Education and Mental Health Laikipia University **KENYA**	**Zutaah Puotier, Miheso_O'Connor, K. Marguerite & Samson Rosana Ondigi** Use of Geogebra and Pre-Service Teachers' Gender Performance in Geometry in Colleges of Education in Ghana Presbyterian College of Education, Akropong-Akuapem, **GHANA**	**Dr Jessina Jessica Muthee** An Evaluation of the Strategies used to Teach Reading to Learners with Reading Disabilities in Thika West, Kiambu County, Kenya Kenyatta University **NAIROBI-KENYA**
12.35 – 12.45	**Rossie Njururi Wachira & Josephine Ndanu** The Relationship Between Screen Time Usage and Academic Performance Among School Going Children. A Case of Regis School Runda, Nairobi, Kenya Kenyatta University **NAIROBI-KENYA**	**Jimmy George,Dr . Miheso-O'Connor, Marguerite, K., & Dr. Orado, Grace Nyandiwa** Integration of Desmos Graphing Calculator and Its Influence on Secondary Schools Learners' Conceptual Understanding in Geometry, Kiambu County, Kenya Kenyatta University **NAIROBI-KENYA**	**Robert Changwe & Dr. Hudson Ouko(Ph.D)** Mirage of Universality & Quality Early Years Education Among Asal Communities: A Critical View of Kakuma Refugee Camps of Nothern Kenya Kenyatta University **NAIROBI-KENYA**
12.45-13.00	**Sammy Charagu** 5 Es Instructional Model: Effect on Students' Achievement in Chemistry Vis-a-Vis Academic Ability in Web 2.0 Based Lessons Kenyatta University **NAIROBI-KENYA**	**Adamu Hamma Daura (Ph.d) and Falmata Ali Mohammed** Boko Haram Insurgency and Gender Differentials on Human Development in North East Nigeria University Of Maiduguri **NIGERIA**	**Dr.Francis Muriithi** Effectiveness of Automated Speech Training System in Enhancing Speech Among Hard of Hearing Learners In Selected Schools in Nairobi City County Kenya Kenyatta University **NAIROBI-KENYA**
13.00-13.15	**Joseph Rwothumio &Wilson Okaka** Enhancing Teacher Education Professional Development Through	**Sarah Rotich** Foundational literacy instruction in students' mother tongues: An	**Joseph Rwothumio, Robert Changwe & Wilson Mugizi** Tobia Karaha Kyomuhendo

	Result Oriented Performance Appraisal in Ugandan Public Universities Kyambogo University **KAMPALA, UGANDA**	affordable and effective step toward inclusion Nairobi - **KENYA**	Resource Based View Approach in Implementation of E-Learning in Selected Ugandan Public Universities Kenyatta University **NAIROBI-KENYA**
13.15-13.45	**PLENARY / WRAP UP AND HOUSEKEEPING**		
13.45 -13.50	**LUNCH BREAK**		

E. AFRICAN	**KEYNOTE SPEAKER**	**Session Chairperson**	**Session Rapporteur**

TIME 14.20-14.40	**Prof. Hubert Gijzen** *UNESCO Regional Director for Eastern Africa*n	**Dr. Rose W. Njoroge**	**Dr. Beatrice W. Kiruki**
14.40- 14.50	**DISCUSSIONS**		
PARALLEL SESSIONS **SESSION 2 (14.00-17.30)**			
Label	**BREAK AWAY - A**	**BREAK AWAY - B**	**BREAK AWAY - C**
Session Chairpersons	**Dr. Michubu Mutuma**	**Peace Akosua Tsekpo**	**Dr. Edward Maina Andafu**
Rapporteurs	**Mr. Mutua Samuel Mwangi**	**Ms. Mildred P. Nawiri,**	**Mr. Kenneth M. Iloka**
E. AFRICAN TIME TIME	**AUTHOR/ TITLE**	**AUTHOR/ TITLE**	**AUTHOR/ TITLE**
14.50-15.05	**Dr. Florence K. Nyamu & Dr. Joyce W. Mwaniki** Academic quality standards for university education in Kenya: Issues and concerns inherent in interpretation and adherence. Kenyatta University **NAIROBI-KENYA**	**Ravindra Kr. Kushwaha, Chandan Singh & Pradeep Kr. Yadav** Contextualizing Inclusive Education in Indian Educational Policy CSJM University, Kanpur **INDIA**	**Virginia Ngindiru** Managing Education in Crisis: Why a Foundational Literacy and Numeracy (FLN) Lens is Critical **NAIROBI KENYA**

15.05-15.20	**Bukar, Inuwa (CLN)** **Fajonyomi, Oluwafemi J (CLN)** Role of Media and Information Literacy Education in Fostering an Information Literate Society Kenyatta University **NAIROBI-KENYA**	**Dr. Adan Maalim Hussein** Knowledge Management In Education Garissa University **NAIROBI-KENYA**	**Virginia Ngindiru** Managing Education in Crisis: Why a Foundational Literacy and Numeracy (FLN) Lens is Critical Kenyatta University **NAIROBI-KENYA**
15.20-15.35	**Daniel Attakumah, John Ndiritu K. PhD, & Mukirae Njihia PhD** Endogenous Inputs Use as a Predictor of Internal Efficiency in Postgraduate Research Degree Programmes: A Case of Ghanaian Public Universities Kenyatta University **NAIROBI-KENYA**	**Irene Nyambura Njogu, Dr. George A. Onyango &** **Prof. Grace W. Bunyi** Leading Diffrently ? Leadership Styles of Female and Male Public Secondary School Principals in Kenya Kenyatta University **NAIROBI-KENYA**	**Carolyne Omulando (PhD)** **Hezekiah Adwar Othoo** Management of Teaching and Learning Post COVID 19: An Assessment of Secondary School Experiences in the Western Region of Kenya Kenyatta University **NAIROBI-KENYA**
15.35-15.50	**Dr Gitonga Kimani** Re-Thinking the Effects of the Naming of Learning Istitutions: The Case of Mau Mau Secondary School, Tana River, Kenya Kenyatta University **NAIROBI-KENYA**	**Samuel M. Mwangi (PhD) &** **Caroline Mutwiri (PhD**) Gender Equitable Social Policies to Promote Equal Access to Education in Kenya since Independence Kenyatta University **NAIROBI-KENYA**	Adefunke Ekine &Mary Otieno The Plight of Adolescent Girls and Their Coping Mechanisms in the Covid 19 Pandemic: Exploring The Digital Learning Experience Kenyatta University **NAIROBI-KENYA**
15.50-16.05	**Dr. Elizabeth Wanjiku Mwaniki** **Dr. Cecilia Nyambura Mwangi &** **Dr. Anthony Muriithi Ireri**[1] Lifelong Learning Orientation And Grit As Correlates of Online Learning Satisfaction Among Bachelor of Education Students, Kenyatta	**Joyce A. Ogogo** Relationship between Peer-Buddy Approaches and Enhanced Social Interactions of Children with Autism Spectrum Disorders in Public Primary Schools in Migori County – Kenya.	**Dr. Waithanji Mutiti,** Peace Education as A Conflict Transformation Strategy in Managing Education in Crisis

	University Kenya Kenyatta University **NAIROBI-KENYA**	Kenyatta University **NAIROBI-KENYA**	Garissa University **KENYA**
16.05-16.25	**KEYNOTE SPEAKER** **Prof. Sarah Dryden Peterson** Harvard Cambridge, Massachusetts **Topic:** Building Futures Through Education: Learnings from Refugee Education		**Session Chairman** Dr. Edward Maina Andafu **Session Rapporteur** Mr. Kenneth M. Iloka
16.25-16.35	**DISCUSSIONS**		
16.35-16.50	**Kiambi Idah Nchugune and Waithaka Esther (PhD** Teachers' Level of Self-Efficacy and Use of Improvised Learning Resources Kenyatta University **NAIROBI-KENYA**	**Mercy Moraa Motanya** Learning Kiswahili as A Second Language for The Shona People of Kenya in A Social Set up: Strategies and Challenges Kenyatta University **NAIROBI-KENYA**	**Florence Kisirkoi** Sustaining learning during pandemics in primary schools in marginalized parts of Kenya Maasai Mara University **KENYA**
16.50-17.05	**Victor Mulaa, Samson Kariuki & Elizabeth Katam** Teachers' Capacity to Integrate Digital Literacy in Early Years Education Level among Public Schools in Nakuru County, Kenya. Kenyatta University **NAIROBI-KENYA**	**Clifford Otieno Owino Beatrice A. Bunyasi (PhD) & Racheal W. Kamau-Kangethe (PhD)** Attitudinal Factors Determining Teachers' Preparedness Towards Implementation of Inclusive Education in Lower Grades Primary Schools in Awendo, Migori Kenya Kenyatta University **NAIROBI-KENYA**	**Dr. John Peter Bwire** The Educational Plight of Refugee and Migrant Education in Kenya Kenyatta University **NAIROBI-KENYA**
17.05-17.20	**PLENARY / WRAP UP AND HOUSEKEEPING**		

16:05-16:20	**Prince Dzingirayi** **Loreen Musemburi** Harnessing the Contemporary Strategies of Curbing Indiscipline in Schools In Zimbabwe. University of KwaZulu-Natal **SOUTH AFRICA**	**Muhammad Adamu & Nafisa Tasiu** The impact of Academic Staff Union of Universities Strike Action on learning: A qualitative exploration of perceptions of Undergraduate public University students in Yola, Nigeria Kenyatta University **NAIROBI-KENYA**	**Abuko George** Implementation of Competence Based Curriculum and its Effect on Learning Outcomes in Lower Primary Schools Butere Sub-County, Kakamega County, Kenya Kenyatta University **NAIROBI-KENYA**
16:20-16:35	**Njuguna Benson Ngugi & Dr. Elizabeth Katam** Influence of Principals' Leadership Behavior Practices and Students' Academic Performance in Public Secondary Schools. A Case of Nakuru County, Kenya. Kenyatta University **NAIROBI-KENYA**	**Francis Muriithi (Ph.D)** The Role of Language in Pursuing Science Subjects by High School Students With Hearing Impairment in Central Region, Kenya Kenyatta University **NAIROBI-KENYA**	**Margaret W. Kinyua &Dr. Rose Njoroge** Data Mining Tools Available for Collection Development in Selected Academic Libraries in Kenya Kenyatta University **NAIROBI-KENYA**
16:35-16:50	**Richard M. Wambua[1], Peter A.M. Mwaura & Jotham N. Dinga** Effect of Computer Attitude And Gender on the Reliability of Computer Based Test in Nairobi City County Primary Schools, Kenya Kenyatta University **NAIROBI-KENYA**	**Ng'ong'a A. Dorise, Prof. John. A. Orodho & Elizabeth Katam** Gender Responsive Pedagogy in Improving Performance of Girls in Science Subjects in Nairobi County, the Case of Secondary Schools in Dagoretti Sub-County, Nairobi Kenyatta University **NAIROBI-KENYA**	**Joan Mwachi** Knowledge Management to Strengthen School Leadership Towards Improving School Resiliency **NAIROBI-KENYA**
16:50-17:05	**DISCUSSION**		

CONFERENCE DAY 2 (TWO) FRIDAY 7TH OCTOBER 2022

E. AFRICAN TIME	ACTIVITY	FACILITATOR
08.00-08:30	**LOGIN IN AND VIRTUAL REGISTRATION OF PARTICIPANTS**	**Session Chairperson** Dr. Elizabeth Katam **Session rapporteur** Abuko George
08:30 - 8:50	**KEYNOTE SPEAKER** **Dr. Irénée Ndayambaje** *University of Rwanda* **Topic:** Learning Continuation Amidst School Closure due to Covid 19 in Rwanda: Practices, Challenges and Lessons Learnt	
08:50 - 09:00	**DISCUSSIONS**	
09:00-09:15	**HEALTH BREAK**	

E. AFRICAN TIME	ACTIVITY	FACILITATORS
09:15 - 9:35	**KEYNOTE SPEAKER** Prof. Mupa Paul **Associate Professor Zimbabwe Open University** **Topic:** Decolonisation of Misguided Mental Frameworks on the Relevance of Vocational-Technical Education and Training to African Society	**Session Chairperson :** Dr. Elizabeth Katam **Session Rapporteur:** Abuko George
09:35 - 09:45	**DISCUSSIONS**	
09:45-10:00	**HEALTH BREAK**	

PARALLEL SESSIONS SESSION 2 (10.00-14.50)			
Label	**BREAK AWAY - A**	**BREAK AWAY - B**	**BREAK AWAY - C**
Session Chairperso	**Dr. Mukirai Njihia**	**Ravindra Kr. Kushwaha**	**Dr. Florence K. Nyamu**
Rapporteur	**Ms. Irene Nyambura Njogu**	**Mr. Joseph Rwothumio**	**Mr. Sammy Charagu**
E. AFRICAN TIME	**AUTHOR & TITLE**	**AUTHOR & TITLE**	**AUTHOR & TITLE**
10.00 -10.15	**Dr. Lucy Mawang, Dr. Rosemaary Olendo , Dr. Elizabeth Mutisya & Dr. Susan Ngunu** Motivational Beliefs and Examination Anxiety as Correlates of Online Learning Engagement among Undergraduate Students Kenyatta University **NAIROBI-KENYA**	**Dr. Jessina Muthee** Establishment of the level of self-efficacy for mathematics amongst students with dyscalculia in Public high schools in Kandara sub-county. Kenyatta University **NAIROBI-KENYA**	**Dr Eunice N. Maina** Knowledge Harvesting, Curation and Sharing in Education Laikipia University **KENYA**

10.15- 10.30	**Peace Akosua Tsekpo & Prof. Samson R. Ondigi** Evaluating learners' practical skills in sewing among junior high schools in Ghana. Mampong-Ashanti **GHANA**	**Anil Khamis** COVID-19, Higher Education and Sustainable Development – The New Normal Aga Khan University and UCL-Institute of Education- **KENYA**	**Anthonia Ifeoma Okafor & Juliet Ijeoma Okafor** Re-engineering library roles in curbing anti-social behaviours among secondary school students in Gwagwalada – Abuja. Kenyatta University **NAIROBI-KENYA**
10.30 -10.45	**Ayiema Jackson Ombasa Ph.D & Ong'ang'aHmOukoPh.D.** Understanding of Resource Requirements for Competency Based Curriculum in Schools for Lifelong Learning in Kenya Kenyatta University **NAIROBI-KENYA**	**Dr. Vrignia Mutheu** An Assessment of Management of Income Generating Activities in Selected TVET Institutions in Uasin Gishu County, Kenya University of Eldoret **KENYA**	**Pauline Ruguru,Adebola Adegoroye & Sarah A. Gbenu** Bridging the Gap Between the University and Industry in a Knowledge Economy: a case study of some selected State Universities and Industries in Southwest Nigeria Kenyatta University **NAIROBI-KENYA**
10.45-11.00	**Vincent Onyango, Charity Limboro & Elizabeth Katam** Teacher Performance Appraisal and Development (TPAD) and its Effects on The Teaching-Learning Process in Public Secondary Schools in Taita Taveta County, Kenya. Kenyatta University **NAIROBI-KENYA**	**Wilberforce Okongo & George Wilson Kasule** Departmental PLC and Implementation of Blended Instruction in Selected Ugandan Public Universities Kyambogo University **UGANDA**	**Dr. Evans Mwasiaji , Prof .Kisilu Kombo, Mildred P. Nawiri, Kenneth M. Iloka** Critical Reflection on Resource Requirements, Pedagogical Approaches and Training on Entrepreneurial Skills for Teachers for The Competency Based Curriculum In Kenya Kenyatta University **NAIROBI-KENYA**
11.00-11.15	**Dr. Jessina Muthee & Euridice M. Philip** Role of Dyslexia on English Performance among Standard Seven Learners in Selected Public Schools in Kasarani Sub County, Nairobi city County, Kenya.	**Carolyne Omulando (PhD** Teacher Navigation of English Language Skills Development: An Assessment of the implementation of the Competency-Based Curriculum in Primary Schools in Kenya Alupe University College-	**Ricahrd Iyaya, J. Wanjiru & E.Iregi** Resource Requirements for CBC Aberdare Teachers Training College

	Kenyatta University **NAIROBI-KENYA**	**KENYA**	**KENYA**
11.15-11.30	**Brenda Mumbua Nzioka** Challenges Faced by Deaf Trainees in Effective Social Interaction: A Case of St. Angela Mumias Vocational Training School for The Deaf, Kakamega County, Kenya Kenyatta University **NAIROBI KENYA**	**Kagenyi David Macharia** Competency Based Curriculum (Cbc) in Kenya: The Challenge of Classrooms Construction in Secondary Schools Gatundu North Sub-County Kiambu County KSG Mombasa Campus **KENYA**	**Dr. Rose W. Njoroge & Dr. Beatrice W. Kiruki** Embracing Multiliteracies and Multimodal Learning For Effective Implementation of Competency Based Curriculum in Kenya Kenyatta University **NAIROBI KENYA**
11.30-11.45	**Elizabeth Katam (PhD) & Mutua Samuel Mwangi** Teacher Related Factors Influencing Implementation of Competency Based Curriculum in Primary Schools in Mathioya Sub- County, Murang'a County Kenyatta University **NAIROBI KENYA**	**Ayiema Jackson ombasa PhD & Ong'ang'a Hm ouko PhD** Understanding of resource requirements for competency Based curriculum in schools for lifelong learning in Kenya Kenyatta University **NAIROBI KENYA**	**Dr Hellen Kiende Guantai & Dr Samson Ikinya Kariuki** Competency Based Curriculum Development and Digital support materials process: A Step by Step Practical Guide Kenyatta University **NAIROBI KENYA**
11.45-12.00	**Robert Changwe** Mathematics Teacher Education Curriculum in Zambian Universities: Lecturers', students' and in-service teachers' perspective University of Zambia **ZAMBIA**	**Gilbert Olanya & Wilberforce Okongo** Leveraging Work Engagement Among Primary School Teachers by Organisational Factors in Acholi- Sub Region, Uganda Kyambogo University **KAMPALA, UGANDA**	**Josephine N. Mutua; Elizabeth N. Mutisya** Psychological Capital Profiles and Social Support as Correlates of Academic Engagement Among Undergraduate Students of Kenyatta University, Kenya Kenyatta University **NAIROBI-KENYA**

12.00-12.15	**Bismark Mensah, Samuel Agyekum, Emmanuel Yeboah Okyere & John Amoah-Nuamah,** Critical Challenges to Integrating Technology in Geography Teaching in Senior High Schools in Ghana University of Education, Winneba, **GHANA**	**Ong'ang'a H. M. Ouko (Ph.D)** Challenges Faced by Deaf Trainees in Effective Social Interaction: A Case of St. Angela Mumias Vocational Training School for the Deaf, Kakamega County, Kenya Kenyatta University **NAIROBI-KENYA**	**Edward Maina Andafu (Ph.D)** Evaluation of the Teacher Professional Development (TPD) Programme in Kenya in the light of Knowles' Conception of Andragogy Kenyatta University **NAIROBI-KENYA**
12.15-12.30	**Adeola Kiadese Lukmon (Ph. D) & Adedayo Temitayo G.** Effect of Mobile Learning Applications on Ogun State Junior Secondary School Students' Academic Achievement in Business Studies Ijebu-Ode, Ogun State, **NIGERIA**	**Irene Mutegi** Integration of Real-Life Situations in Teaching Statistics and Students' Performance in Secondary Schools in Tharaka-Nithi County, Kenya Kenyatta University **NAIROBI-KENYA**	**Dr Jessina Jessica Muthee, & Penninah Ndinda Peter** An Evaluation of the Strategies Used to Teach Reading to Learners with Reading Disabilities in Thika West, Kiambu County, Kenya Kenyatta University **NAIROBI, KENYA**
12.30-12.45	**Loreen Musemburi & Prince Dzingirayi** Competence-based curriculum (CBC): A panacea of dusting off the Eurocentric hegemony and embracing the Afrocentric technological development in Zimbabwe University of KwaZulu-Natal **SOUTH AFRICA**	**Mweni Tsofa Nickson** Relationship Between Mathematical Learner Identities and Performance in Mathematics Among Secondary School Students in Kilifi County Kenya Kenyatta University **NAIROBI-KENYA**	**Wanjiku Gathoni** Knowledge Management to Strengthen School Leadership Towards Improving School Resiliency World Reader **NAIROBI KENYA**
12.45-13.00	**Dr. Joyce W. Mwaniki &Dr. Florence K. Nyamu** Academic quality standards for university education in Kenya: Issues and concerns inherent in interpretation and adherence. Kenyatta University **NAIROBI-KENYA**	**Richard Mogaka Kimonge & Dr. Michubu Mutuma** Determinants of Effective Implementation of Strategic Plans in Public Secondary Schools in Kisii County, Kenya. Kenyatta University **NAIROBI-KENYA**	**Stephen Nzoka** Special needs education: a human basic need. Kenyatta University **NAIROBI-KENYA**
	Prince Dzingirayi	**Muhammad Adamu & Nafisa Tasiu**	**Abuko George**

13:00-13:15	**Loreen Musemburi** Harnessing the Contemporary Strategies of Curbing Indiscipline in Schools In Zimbabwe. University of KwaZulu-Natal **SOUTH AFRICA**	The impact of Academic Staff Union of Universities Strike Action on learning: A qualitative exploration of perceptions of Undergraduate public University students in Yola, Nigeria Kenyatta University **NAIROBI-KENYA**	Implementation of Competence Based Curriculum and its Effect on Learning Outcomes in Lower Primary Schools Butere Sub-County, Kakamega County, Kenya Kenyatta University **NAIROBI-KENYA**
13:15-13:30	**Njuguna Benson Ngugi & Dr. Elizabeth Katam** Influence of Principals' Leadership Behavior Practices and Students' Academic Performance in Public Secondary Schools. A Case of Nakuru County, Kenya. Kenyatta University **NAIROBI-KENYA**	**Francis Muriithi (Ph.D)** The Role of Language in Pursuing Science Subjects by High School Students With Hearing Impairment in Central Region, Kenya Kenyatta University **NAIROBI-KENYA**	**Margaret W. Kinyua &Dr. Rose Njoroge** Data Mining Tools Available for Collection Development in Selected Academic Libraries in Kenya Kenyatta University **NAIROBI-KENYA**
13:30-13:45	**Richard M. Wambua[2], Peter A.M. Mwaura & Jotham N. Dinga** Effect of Computer Attitude And Gender on the Reliability of Computer Based Test in Nairobi City County Primary Schools, Kenya Kenyatta University **NAIROBI-KENYA**	**Ng'ong'a A. Dorise, Prof. John. A. Orodho & Elizabeth Katam** Gender Responsive Pedagogy in Improving Performance of Girls in Science Subjects in Nairobi County, the Case of Secondary Schools in Dagoretti Sub-County, Nairobi Kenyatta University **NAIROBI-KENYA**	**Joan Mwachi** Knowledge Management to Strengthen School Leadership Towards Improving School Resiliency **NAIROBI-KENYA**

13.45-14.00	**Njoki Ngunyi** Managing Education in Crisis: Education and Pandemic Covid-19 and Inequalities in Primary and Secondary Education in Africa: The Case of Kenya. African Leadership Centre, **NAIROBI, KENYA**	**Edwin Mutugi Ireri** Determinants of Students' KCSE Examinations Performance Among Young National Schools in Samburu, Marsabit and Isiolo Counties, Kenya Kenyatta University **NAIROBI-KENYA**	
14.00-14.10	**DISCUSSION**		
14.10-14.25	**HEALTH BREAK**		
14.25 -14.45	**CLOSING CEREMONY & ANNOUNCEMENTS** **Dr. John Ndiritu** *(Executive Dean School of Education and Lifelong Learning, Kenyatta University Nairobi Kenya)* **Official Closing** **Vote of Thanks** **Closing Prayer**		
14.45	**END OF CONFERENCE**		