



# KENYATTA UNIVERSITY

## 2<sup>ND</sup> INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR  
SUSTAINABLE DEVELOPMENT

18<sup>TH</sup> – 20<sup>TH</sup> MAY 2015

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND  
CURRICULUM STUDIES

VENUE: KENYATTA UNIVERSITY CONFERENCE CENTER

PROGRAM AND BOOK OF ABSTRACTS





**International Conference on  
'Re-Engineering Education for Sustainable Development'**

**18<sup>th</sup> - 20<sup>th</sup> May 2015**

**Kenyatta University Conference Centre (KUCC)  
Nairobi, KENYA**

# CONFERENCE PROGRAMME

***THEME: 'Re-Engineering Education for Sustainable Development***

***Sub-themes:***

- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education

## **Are Qualified Teachers Really of Good Quality? Rethinking Teacher Quality in Kenya**

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### **Abstract**

Despite general agreement about the importance of high-quality teachers, researchers, policy makers, and the public are unable to reach consensus on specific characteristics of secondary school teachers contributing to desirable educational outcomes. Policy makers are left with many questions surrounding what counts as a quality teacher—information that could be valuable in guiding policies regarding whom to hire, whom to reward, and how best to distribute teachers across schools and classrooms. Answers to these questions have potentially important implications for the efficiency and equity of public education for sustainable development. Failure by policy makers to define teacher characteristics linked to desirable education outcomes will be detrimental to educational quality trends in Kenya. This paper explores what the most important teacher characteristics are with special focus on qualification, subject matter knowledge and pedagogical content knowledge.

**Key Words:** Teacher characteristics, academic achievements, teacher effectiveness, pedagogical content knowledge, teacher quality