



# Kenyatta University

School of Education and Lifelong Learning



**Programme and Book Of Abstracts**  
**For The 10<sup>th</sup> international annual conference on**  
**education and lifelong learning in partnership with**  
**UNESCO, KCB and Childfund**



**Date: 3<sup>rd</sup> & 4<sup>th</sup> October 2024**

**Theme: “Re-orienting Education to the 21<sup>st</sup> Century demands for Sustainable development”**

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## *SCHOOL OF EDUCATION AND LIFELONG LEARNING EXECUTIVE*



**Prof. Samson R. Ondigi**

*Executive Dean, School of Education and Lifelong Learning*

Currently serving as the Executive Dean, School of Education and Lifelong Learning, Prof. Ondigi is an Associate Professor in the Department Educational Communication and Technology, Kenyatta University where he teaches Social Studies Education. He holds a PhD in Comparative International Development Education and Geography Studies. Prof. Ondigi has been involved several research projects and has several scholarly publications including refereed journal articles, books and book chapters. His research interests are Pedagogy. Mentoring of Novice Teachers. Teacher Professional Development. Curriculum Development and Implementation and Vocationalization of Education



**Dr. Nelly Were Otube**

*Deputy Executive Dean, School of Education and Lifelong Learning*

Currently Serving as the Deputy Executive Dean in the School of Education and Lifelong Learning, Kenyatta University. She is a senior lecturer in the department of Special Needs Education. With a career spanning two decades, she has dedicated her life to the pursuit of knowledge and the betterment of educational systems with a keen interest in inclusive education. She holds a doctorate degree in Special Needs Education from Hamburg University, Germany. Master of Education in Special Education from Kurukshetra University, India and a Bachelor's Degree in Education (Arts) from Kenyatta University. She has published articles in both local and international journals and books. Dr. Otube is an experienced researcher with an interest in assistive technology, children with cerebral palsy and multiple impairments and augmentative and alternative communication. She is a life member of the Association of Persons with Disabilities- Kenya

## *COORDINATOR OF THE PLANNING COMMITTEE*



**Dr. Martin Ogola**

*Department of Educational Management, Policy and Curriculum Studies, Kenyatta University-Conference Coordinator*

Dr. Martin Ogola is a Lecturer in the Department of Educational Management, Policy and Curriculum Studies, Kenyatta University where he teaches educational leadership, policy and management, as well as research. Martin is an experienced researcher with interest in school management and leadership, education policy, and

entrepreneurial education and has published articles in these areas. He has also been involved as a researcher in several programmes. He is a member of the Society of Educational Research and Evaluation in Kenya.

## GUEST SPEAKERS



### **Mr. Mamadou Lamine Sow**

*Chief of Education/Senior Programme Specialist, UNESCO Multisectoral Regional Office for Eastern Africa in Nairobi, Kenya*

Mr. Mamadou Lamine Sow a Guinea National joined the UNESCO Multisectoral Regional Office for Eastern Africa in Nairobi, Kenya, in May 2023, as a Chief of Education/Senior Programme Specialist. Before joining the Nairobi Office, Lamine served in the same capacity at the UNESCO Abuja Regional Office, where he also served as the interim Head of Office effective August 1, 2020.

Lamine has over 22 years of wide experience within the United Nations (UN) system (particularly at UNICEF and UNESCO). He began his career serving as a teacher and an education administrator with the Guinea Ministry of Education, followed by a steady career with USAID in Guinea first (as a foreign service national), which later on took him to Nigeria, Djibouti, DRC and Liberia as an Education Project Chief. He spent 10 years serving UNICEF in the capacity of Educating Programme Chief in Togo, Niger and Senegal before joining UNESCO.

Lamine holds a Master's degree in Public Policy and Management from Carnegie Mellon University (USA), an associate degree in Educational Policy Analysis and Planning from the Harvard Graduate School, a bachelor degree in teaching from the Guinea "Superior Teacher Training College" and a Leadership Development Certificate from INSEAD in addition to other numerous training certificates.



### **Alice Wanjiru Kamau**

*The Country Director, Child Fund Kenya.*

Alice Wanjiru Kamau is the country director for Child Fund Kenya. She is a seasoned humanitarian and development practitioner with over 20 years of experience in program and grant

management, strategy development and execution, business development leadership development, partnership management and advocacy. Before joining Child Fund Kenya, she was the country director for Food for the Hungry Inc. in Rwanda since 2016. She previously worked as the Program Director for Food for the Hungry in Kenya for 7 years and for Veterinaires Sans Frontières (VSF) - Belgium, Regional Office for East Africa as a consortium manager among other organizations.

Alice is a holder of a Master of Philosophy in Environmental Studies, Planning and Management from Moi University and a Bachelor's degree in Animal Production from Egerton University, Kenya. She is also a lead expert in environmental impact assessment accredited by National Environmental Management Authority in Kenya. She leverages her diverse experience to develop and grow novel methodologies to efficiently run a country office, meet and exceed the established mechanisms of action and set requirements. She spearheaded program delivery teams in Kenya, Tanzania, Uganda, South Sudan and Rwanda leading to high standard projects, financial compliance and operational excellence.

Alice is passionate about building and inspiring leaders towards a common purpose, wider reach and impact through mentorship & coaching. She believes in giving hope to the hopeless while restoring the dignity of vulnerable people especially children by delivering programs that end poverty, build resiliency and advocate for child rights and environmental conservation.

## ABSTRACTS

### *1. Title: 21st Century Pedagogies for Sustainable development in early childhood classrooms of Zimbabwe*

#### **Authors:**

Agnes Pakombwele (PhD)<sup>1</sup> & Dr. Mahoso (PhD)<sup>2</sup>  
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#### **Abstract**

The United Nations Agenda 2030 for sustainable development SDG 4 (Quality Education) aims to ensure inclusive and equitable quality education. To pursue the goal, early childhood development (ECD) settings are obliged to tailor made their methodologies to match quality education. Equitable quality education entails the teaching and learning process aligned to meet 21st century demands for sustainable development. Research suggests that exposing learners to 21<sup>st</sup> century pedagogies at an early age is sustainable and enable them to reach their full potential. In Zimbabwe, the heritage- based curriculum emphasises on preparing citizenry for the 21<sup>st</sup> century. Against this background, the study established the 21<sup>st</sup> century pedagogies that teachers are employing in ECD classrooms to nurture sustainable development in young learners. The study adopted an interpretive paradigm and a multiple case study design involving three teachers from three different schools in Harare Metropolitan Province. Data was solicited through face-to-face semi structured interviews and document analysis. Findings reveal that teaching 21st century pedagogies in early childhood development classrooms instils a natural drive in learners to explore; which is an important aspect of sustainable development. The pedagogies equip young learners with lifelong skills and aim at their total development. Teachers need to be equipped with these pedagogies through trainings and planned staff development workshops. Policymakers to craft together with relevant government ministries to craft policies aligned to ensure availability of resources and syllabi in schools for effective teaching of 21<sup>st</sup> century pedagogies.

**Key words:** quality education, 21st century pedagogies, sustainable development, early childhood development, learners.

### *2. Title: An Holistic Approach to the Sustainable Development Goals*

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"I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. For knowledge is limited, whereas imagination encircles the world"

Albert Einstein

**Abstract:**

The UN COP26 postponed its in-person meeting of tens of thousands of people travelling due to COVID-19. Curiously, challenges were exposed why people would gather, with air travel, when the world is warming and human activity singularly is the critical factor affecting the biosphere. The Paris Climate Change Agreement is part of a wider effort collectively the SDGs that comprise 17 Goals that address global and biosphere challenges as well as aspirations including poverty alleviation, gender equality, and thriving of people and planet.

The current existential threats are an outcome of the dominant 'development' model that creates education systems for instrumental functions and schools promote fossil-fuel based industrialisation. The logical positivism formed curriculum divides knowledge and creates workers in segregated roles in society with reproduction of inequalities. This model of education and its underpinning epistemological basis targets efficient use of resources in an input-output model (the economics of education) with the end product to have citizens with the requisite skills to support national development goals measured by a country's gross development product. This has led to environment degradation leading to reduction in biodiversity, rise in zoonotic diseases, and the Anthropocene Age. The SDG call for a transformation of humanity and its impact on the biosphere. This paper speaks to SDG courses offered at the Aga Khan University across East Africa in-person and virtually and asynchronously in over 15 countries. The paper outlines areas of engagement of education and the SDGs to urgently address multi-sectoral and interdisciplinary approaches to catalyse developments that are co-owned and co-produced by the post-graduate student cohorts.

3. *Title: Students' Voices in Competence-Based Assessments (CBA) at the University Level: Implications for Theory, Practice, and Policy*

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**Abstract:**

As universities adopt Competence-Based Curriculum (CBC), they are shifting from traditional assessment frameworks to Competence-Based Assessment (CBA). In Kenya, this transition is shaped by psychological principles of assessment and their effects on learners. While CBA emphasizes assessment for and of learning, many policies and practices at universities lack student input regarding their experiences and perceptions. We argue that incorporating students' perspectives is essential for effective CBA implementation. This study addresses three key questions: (1) How do students perceive the effectiveness of CBA in enhancing their learning experiences? (2) What are students' attitudes toward CBA at the university? (3) What challenges do students face in CBA, and how can these be addressed? Employing a mixed-methods approach, we will survey a random sample of 500 third-year students at Kenyatta University and conduct focus group interviews with a subsample of 30 students. This

research seeks to integrate student feedback and provide actionable insights to improve theory, practice, and policy regarding the adoption of CBA in higher education.

**Key Words:** Competence-Based Curriculum (CBC), Competence-Based Assessment (CBA), Students' voices, University

4. **Title:** *Inspiration motivation behaviour of principals' on teachers intergrating information communication technology in teaching and learning in Kenyan public schools.*

**Authors:**

Beatrice A Mbune, S.N Waweru (PhD) & F. W Njuguna (PhD)

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**Abstract**

The Kenyan government recognizes that a dedicated and motivated staff can have a positive impact on students' academic performance. This has prompted the government to train teachers and provide schools with enough ICT infrastructure. Nevertheless, several studies have reported low integration of ICT in schools especially in sub-Saharan Africa. This study focused on Inspirational Motivation Behavior of Principals on teachers on the use of ICT in the teaching and learning process in Kenyan public secondary schools. The study employed an explanatory sequential mixed method design and the transformational leadership paradigm of Bass (1978). The study sample population consisted of 62 principals selected through census, 186 instructors chosen through single random sampling, 365 students determined using the Yamen 1967 formular and selected through single random sampling, and one county quality assurance officer who was purposively chosen. Data was collected using MLQ structured surveys, interviews, Document analysis and observation checklist. The mean, standard deviations, and percentages were calculated using descriptive statistics, whereas inferential statistics was used to evaluate the relationship between the variables using regression analysis. The study found a significant association ( $r = 0.569$ ,  $p < 0.001$ ) between inspired motivation and ICT integration in classrooms. The study discovered that principals' inspiration and motivation were significant predictors of ICT integration in teaching and learning. According to the study, focusing more on teacher ICT training may increase their motivation to use ICT in the classroom.

Key words: Transformational leadership, Academic Performance, Secondary school, Learners

5. **Title:** *Community library as an adjunct to competency based curriculum in rural Chakama Location, Kilifi County*

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**Abstract:**

This study details an ongoing community library project to complement the Competency-Based Curriculum (CBC) in the harsh, resource-limited conditions of Chakama, Kilifi County. This project builds on a pilot initiative that introduced

mobile libraries in local schools, encouraging cost-effective reading without major infrastructure investments. However, there were some gaps in access to educational and recreational materials due to logistical challenges and limited schedules. They also couldn't support comprehensive educational programmes like workshops and creative art and lacked the capacity for community engagement and integration of the local community culture. The community library initiative intends to effectively and constructively address the gaps by promoting collaborative learning, curriculum support, practising inclusivity, and offering supplementary resources. The main intervention is the community library in the village centre, which complements the CBC by addressing literacy challenges through innovative learning strategies and early reading programmes, promoting holistic and learner-centred development. The community library is easily accessible to all children, youth and adults. In a month since its initiation, the library has attracted 180 children, with over 45 regularly using the facility, many of whom were unfamiliar with libraries. Among them were school-age children not yet enrolled in school, allowing us to encourage school enrolment and catch-up learning. The library's approach maximises community impact by catering to diverse user demographics through tailored programmes. There are plans to expand resources through strategic partnerships and collaborations with like-minded organisations and strengthening community ties to further support CBC learning outcomes.

**Key words:** Community library; competency-based curriculum; holistic; learner centred

6. *Title: The Role of Educational Policy in Addressing the Mental Health Crisis Among Students*

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**Abstract:**

The mental health crisis among students has emerged as a significant challenge in educational settings worldwide, with profound implications for academic performance, social development, and overall well-being. This study sought to explore the role of educational policy in addressing this crisis, examining how policies can be designed and structured to support mental health initiatives within the institutions. The research sought to investigate the effectiveness of these policies, identifying gaps and areas for improvement. The study adopted pragmatic world view, a mixed method research design utilizing both qualitative and quantitative approach and employed stratified sampling, simple random and purposive sampling as its sampling techniques. Mugenda and Mugenda (1999) assert that, 10% of the accessible population is enough in a survey factor hence 10% was used to select the students and educators from selected public institutions in Uasin Gishu County. The research instruments for the study were questionnaire and interview schedule. Data was analysed using descriptive statistics and was summarized using frequencies, percentages and tables. Ethical issues were considered in the study in order to protect the rights of the participants. The study found out that while there are policies in place to address student mental health, their implementation is often inconsistent and fragmented across different educational institutions and further revealed a significant gap in awareness and

understanding of mental health issues among educators and students, contributing to the stigma surrounding mental health. The study concluded that the current educational policies are insufficient in fully addressing the mental health crisis among students and emphasized the need for a shift towards a more proactive, comprehensive mental health policies that prioritize early intervention, mental health education, and the creation of supportive school environments. The study recommended establishing a more supportive and effective framework to address the mental health crisis among students, ensuring that educational institutions can provide essential support for the mental well-being of all students.

**Key Words:** Educational, Crisis, Mental Health, Policy

*7. Title: Public primary schools' readiness in digital literacy integration for development of learners' digital skills in Homabay county, Kenya*

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**Abstract:**

Digital literacy directs learners towards innovative, creative and transformational learning in the 21<sup>st</sup> century. It is one of the key competencies for learning. The objectives were: To assess the availability of ICT infrastructure in public primary schools for the development of learners' digital skills, to determine influence of teachers' competencies in the development of digital skills among learners and to examine digital policy implementation in public primary schools for development of digital skills among learners. Constructivist learning theory guided the study. Concurrent embedded mixed method was used. Population of 5713 was targeted. 8 head teachers, 78 teachers and 485 grade six learners were selected, amounting to a sample size of 571 respondents. Stratified random, simple random and purposive sampling procedures were used to select the study sample. Data collection instruments included interviews, questionnaires, focused group discussion and observation schedules were used. Descriptive statistics were used to analyse quantitative and qualitative data. The findings indicated that computer labs were 37.5% in public primary schools. The result further indicated that 75% of the trained teachers had skills in content delivery and 50.1% teachers indicated that between 1-10 pupils were able to use tablets in a class. The study recommended the government to ensure allocation of adequate resources to primary schools for development of digital literacy skills among pupils.

*8. Title: Teacher Professional Development and Foundations for learning in Refugee Education in Kenya*

**Authors:**

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**Abstract:**

Access to quality education is a critical challenge for refugee populations, particularly in Kenya, which hosts a significant number of refugees from Somalia, South Sudan, and the Democratic Republic of Congo. Teacher professional development (TPD) is crucial for enhancing education quality, particularly in foundational literacy and numeracy skills, for refugee children. This study investigates the effectiveness and impact of TPD on these foundational skills in Kenya's refugee education settings. It aims to assess the current state of TPD programs, identify gaps, and evaluate their influence on teaching practices and student outcomes. Utilizing classroom observations and video recordings, the study explores the experiences and challenges faced by refugee teachers, focusing on the socio-emotional and cultural complexities in refugee education. Key findings indicate that despite initiatives by the Kenyan Ministry of Education, UNHCR, and NGOs, significant gaps remain in the consistency, accessibility, and sustainability of TPD programs. The Competency-Based Curriculum (CBC) presents both opportunities and challenges, necessitating well-trained teachers to adapt strategies to diverse student needs. The study emphasizes the need for continuous, context-specific TPD to improve educational outcomes. Recommendations for policymakers and educational authorities include integrating effective TPD practices into the broader framework of refugee education in Kenya. Ultimately, this research aims to contribute to the development of sustainable TPD strategies, enhancing the quality of education for refugee children and supporting their academic success and lifelong learning.

9. *Title: Community Service Learning (CSL) and Expected Outcomes: The Kenyan Scenario*

**Authors:**

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**Abstract:**

Community Service Learning (CSL) is a new learning area in the Competency Based Curriculum (CBC) that has received a lot of attention by many stakeholders in Kenya. It combines classroom learning and community service, giving students the opportunity to work with community members so as to actively address genuine societal challenges, and thus deliver benefits to the society. This integration of theory and practice is intended to enable learners to experience, reflect, and learn from the projects they undertake. At a personal level, global research shows that CSL develops learners' personal values, critical thinking, problem-solving, imagination and creativity. This paper intends to provide an in-depth theoretical analysis of the design and practice of CSL for improved delivery of curriculum in the schools.

**Key Words:** Community Service Learning, Expected Outcomes, Kenya

10. *Title: Harnessing the full potentials of telecommunications for teaching and learning in education*

**Author:**

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**Abstract:**

In recent times, the education sector in Nigeria has benefited immensely in all spheres of technology, but the use of telecommunications in the secondary school section has been neglected. This paper shall indeed assist to reposition the strategic investment and the capacity building in teaching and learning in the secondary school section. The author discusses on two telecommunications methods, which include mobile telecommunications and internet telecommunications amongst other categories of telecommunications. To foster this acceptance, the paper shall be demonstrated with quasi experimental method where pretext and posttext scores of the students shall be examined. The paper explains that effective telecommunications devices leads to goal accomplishment at a minimum resources, and therefore calls for new orientations in handling telecommunications tools, vis-a-vis the use of information technology on the parts of students and teachers in the secondary school education system.

Keyword: The keywords include, mobile phones, internet facilities, schools, students and general telecommunications gadgets.

11. **Title:** *The Imperative of Technology in Education: A Review of Nigerian Basic and Post-Basic Education*

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**Abstract:**

Education in Nigeria is evolving to incorporate technology in teaching and learning at all levels, as outlined in the National Policy on Education (revised 2013). The use of technology, such as Information and Communication Technologies (ICT) and audio-visual aids, is seen to enhance classroom performance and teaching efficiency, making learning more engaging. However, the adoption of technology in basic and post-basic education remains low, with many teachers resistant to new teaching methods involving technology. Descriptive research design was used since the research concerns prevailing situations and a structured questionnaire was used for data collection. Analysis of data collected showed that technology improves teaching and learning outcomes, but its utilization in Nigerian schools is hindered by inadequate devices and teachers' reluctance to embrace new teaching methods. To address these challenges, the study recommends increased funding, provision of technological devices, and training for educators to effectively integrate technology into teaching practices. The study underscores the importance of mandatory technology integration in education to enhance learning experiences and overall educational outcomes. Key areas for improvement include increasing access to technological resources, encouraging teacher professional development in technology, and securing adequate funding for educational technology initiatives.

Keywords: Education, Learning, Teaching and Technology

12. **Title:** *Global E-Schools and Communities Initiative - GESCI's African Digital School Initiative-(ADSI)*

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**Abstract:**

The African Digital Schools Initiative (ADSI) is a program that aims to integrate digital technology in teaching at the secondary school level. The goal of this program is to increase the ability of educators, students, and schools to use information and communication technology (ICT) to improve instruction, learning, and school administration. By granting equal access to digital tools, resources, and pedagogical support in low-resource environments—particularly in Sub-Saharan Africa—ADSI aims to bridge the digital divide. The program employs a multifaceted approach that includes enhancing teachers' professional development, creating digital learning environments, and utilizing data-driven technologies to enhance learning outcomes. ADSI seeks to develop 21st-century skills in students, including critical thinking, collaboration, and digital literacy, by equipping educators with ICT skills and incorporating digital content into the curriculum. This paper highlights how ADSI has been successful in building ICT model schools in Kenya, Tanzania, and Côte d'Ivoire. It talks about the difficulties, including the inability of teachers to integrate their knowledge into their teaching, the limitations of the infrastructure, and the necessity of continued funding and support for digital education. The African Digital Schools Initiative is a scalable education model.

13. **Title:** *Teachers' Use of Assistive Technology to Implement Inclusive Education among Pre-Primary Learners with Visual Impairments in Kenya*

**Authors:**

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**Abstract:**

This study was undertaken in Kenya to determine the use of assistive technology by pre-primary school teachers for learners with visual impairments. Although Kenya has made significant strides toward formalizing use of technology in learning, as manifested in the Competency-Based Curriculum in which one of the core competencies is “digital literacy”, little attention has been paid to supporting pre-primary learners with visual impairment through the use of assistive technology. The objectives that guided the study were to: Identify policy gaps that influenced the use of assistive technology in pre-primary education in Kenya; determine the availability of assistive technology in a pre-primary environment in Kenya; and describe the levels of teacher preparedness to use assistive technology in an inclusive classroom in Kenya. Guided by Universal Design for Learning theory, the qualitative research approach was used to collect and analyze data. The study was conducted in Kiambu

and Nairobi counties. Six teachers of learners with visual impairments were recruited for the study from the two counties. Data was collected using semi-structured interview schedules with teachers and observation checklists. The qualitative data was analyzed thematically and the quantitative Data by use of tables, narratives and direct quotes. Results could be used to inform policies and practice on inclusive education. Keywords: assistive technology; inclusive education; pre-primary education; teacher development, universal design for learning, visual impairments.

14. **Title:** *Transforming learning through harnessing technology for increased access to equitable digital learning opportunities in three counties in Kenya.*

**Authors:**

Damaris K. Wambua<sup>1</sup>, Evah Njeru<sup>2</sup> & Catherine Murungi (PhD)<sup>3</sup>

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**Abstract:**

The uptake of ICT in education is seen as diversifying learning environment and enhancing acquisition of foundational literacy and numeracy by enriching the learners' experiences and enabling teachers to adopt pedagogical practices that accelerate learning. ChildFund Kenya in collaboration with ChildFund Korea and working with national government and county governments of Nairobi, Muranga and Kiambu, is implementing a digital learning project dubbed Elimu KiDijitali which aims to enhance digital literacy skills among children and educators. The project outcomes are (i) school communities have improved digital learning, (ii) learners have increased access to quality digital learning education services, (iii) improved legal and policy environments in favor of digital learning. The project purposes to contribute to the achievement of Sustainable Development Goal 4 which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It focuses on providing access to digital learning devices, training teachers on how to integrate technology into teaching and learning practices, empowering students with 21<sup>st</sup> century digital skills for future success, and training parents and caregivers, learners and teachers on prevention of Online Child Sexual Exploitation and Abuse (OCSEA). This presentation will share the successes and implementation experiences of the Elimu KiDigitali project, lessons learned and provide key recommendations. Additionally, it will share learners and educators' experiences and expectations in using digital devices and technologies to support learning.

15. **Title:** *Reimagining Advanced-Level Secondary Education in Uganda: Leveraging Global Competence-Based Curriculum Models to Address Local Challenges"*

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**Abstract:**

Uganda's advanced-level secondary education system faces significant challenges, including high failure rates, limited access, and an outdated curriculum that emphasizes rote memorization over critical thinking and skill development. This study, examines the attributes of competence-based curricula (CBC) implemented in various countries such as Canada, the United States, Brazil, Norway, Finland, Sweden, and Austria to propose solutions for Uganda's educational challenges. The study identifies critical elements of CBC, such as critical thinking, problem-solving, personalized learning, and social-emotional development, and evaluates how these elements can be adapted to the Ugandan context. Through a comprehensive literature review, this paper highlights the effectiveness of CBC models in improving educational outcomes, promoting equity, and enhancing teacher development. Despite ongoing efforts to improve Uganda's education system, significant gaps remain, particularly in resource distribution and teacher professional development. This research underscores the importance of a comprehensive reform agenda, emphasizing the need for tailored, context-specific strategies to ensure equitable access to quality education for all students. The findings aim to provide policymakers and educators with evidence-based recommendations to successfully implement a CBC, thereby preparing Ugandan students for the demands of the 21st century and contributing to a more inclusive and effective educational framework.

**Keywords:** Uganda, advanced-level secondary education, competence-based curriculum, educational reform, critical thinking, personalized learning, teacher professional development, educational equity.

16. **Title:** *Application of international academic accommodations to enhance inclusivity at public and private universities in kenya*

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**Abstract:**

The presentation is based on a survey carried out from January to March 2024, targeting 24 local public and private universities, with a view to mapping out the prevalence of learning disabilities among the student population; identifying challenges that students with learning disabilities faced while undergoing studies at Kenyan universities; and gauging the level of institutional access to international academic accommodations where needed. The respondents were staff at University Disability /Deans of Students Offices in the selected institutions. The results of the study revealed the presence of the following learning disabilities among students across the universities sampled: Dyslexia (slow decoding during reading and writing); Dyscalculia (struggling with number processing); Dysgraphia (difficulty with writing); Attention Deficit Hyperactivity Disorder (short attention span and difficulty concentrating); Autism Spectrum Disorder (poor ability to form an understanding of what one is learning); and mild Cerebral Palsy (problems with using muscles).

Whilst some universities had made good progress to meet the academic accommodations needs of their students through strategies such as provision of designated readers and extending allotted time for a testing, many students in the universities sampled continued to lack the individualized support needed. The results

also pointed to a serious gap in the potential of most universities to meet the academic accommodations required by the students. There was a general lack of awareness among students about their entitled accommodations, while service providers in Disability Offices were largely unaware of the coded International Academic Accommodations (IAA) that students had a right to request for. The paper concludes with recommendations that Kenyan Universities can consider for mitigation of barriers to academic accommodations, with a view to ensuring inclusive and effective learning for the affected students.

**Key words**

*Academic accommodations*  
*Disability Offices*

*Inclusivity*  
*Individualized learner*  
*support*

*Learning disability*  
*Prevalence*

**17. Title:** *Challenges and Coping Strategies of Secondary School Teachers in Implementing Uganda's Competency-Based Curriculum*

**Author:**

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Education and External Studies Makerere University

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**Abstract:**

Competency-based education (CBE), a global educational approach that originated in the United States in the mid-1960s, has recently been adopted in Uganda. This study examined the challenges secondary school teachers in Gulu City encounter during the implementation of the new competency-based curriculum and analyzed the coping strategies they employ. Data were collected from 82 teachers using semi-structured questionnaires that incorporated both quantitative and qualitative methods, following a descriptive research design. The study's findings reveal that teachers face significant challenges, including inadequate teaching resources such as textbooks and instructional materials and insufficient training opportunities to deliver the curriculum effectively. These obstacles have forced teachers to develop coping mechanisms, including seeking guidance from experienced colleagues, participating in available training sessions, and creatively combining elements of the old curriculum with the new one to bridge gaps. Despite these efforts, the study concludes that these coping strategies alone are insufficient. Sustained support from educational stakeholders in teacher training, resource provision, and ongoing professional development is essential for successfully implementing the competency-based curriculum and improving education quality in Uganda's secondary schools.

**Keywords:** Competency-based education, curriculum implementation, teacher challenges, coping strategies, educational administration, Uganda

**18. Title:** *Transforming Conflict and Mental Health from Within: A Psychodrama Intervention for Peace- building in Kenyan Universities*

**Authors:**

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Kenyatta University  
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**Abstract:**

Kenyan universities face increasing student conflicts driven by factors like drug abuse, economic hardships, and peer pressure, negatively impacting on their mental health and academic performance. This project proposes a psychodrama-based intervention to address these issues by equipping students with conflict resolution, communication, and emotional regulation skills. Psychodrama, a therapeutic technique using role-playing, helps students explore emotions and conflicts in a supportive environment, fostering empathy, self-awareness, and better mental health. The intervention will take place at Kenyatta University and Chuka University through five-day sessions, where students will engage in role-playing exercises to improve emotional and interpersonal skills. The project aims to reduce stress, anxiety, and emotional distress, contributing to a more harmonious campus environment. A mixed-methods approach, including surveys, interviews, and focus groups, will assess the program's impact on students' mental health and conflict resolution abilities. For participation one must be a student enrolled at Kenyatta University or Chuka University in the School of Education. The study will target 20-30 students from each university, focusing on those who have experienced conflict or mental health challenges, ensuring diverse representation through purposive and random sampling. Findings will provide valuable insights into the effectiveness of psychodrama in promoting mental health and peacebuilding, offering guidance for future initiatives across higher education institutions in Kenya and beyond

19. **Title:** *Exploring trends and issues in the implementation of remedial education: A case of Gwanda District Secondary Schools, Zimbabwe*

**Authors:**

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Ba Isago University, Botswana

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**Abstract:**

In the Zimbabwe, remedial education has, for many years been emphasised at primary school than other levels of education. Nonetheless, as more students with learning disabilities successfully complete primary and proceed to secondary school, the need for remedial services even at this level has become indisputable. In view of this, the study sought to explore trends and issues in the implementation of remedial education in Gwanda district secondary schools. A qualitative research approach was adopted. In relation to this, an exploratory case study design was employed. The population of study consisted of the Districts' remedial tutors, heads of schools and schools' remedial tutors. The sample was made up of fifteen (15) participants. Of these, one (1) was the District remedial tutor, seven (7) were heads of secondary schools and the other seven (7) were schools' language remedial tutors. Structured interview guides were used to gather data from the district remedial tutor and heads of schools while a focus group discussion was used to collect data from the schools' remedial tutors. The major findings of the study were that; some schools rarely implemented remedial education and those that did were not adequately supported by school administrators as well as parents or caregivers of remedial candidates. Based on this, the study recommends that the government should ensure that schools are fully staff developed

on remedial education at secondary school level. This might eventually improve its acceptance and subsequent implementation.

**Key words:** disability, learning disability, remedial education, teaching, secondary school

20. **Title:** *Mental Health Support Systems for Open and Distance Learning: Accessibility and Effectiveness*

**Author:**

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**Abstract:**

As open and distance learning (ODL) continues to grow, addressing the mental health needs of (adult) students becomes increasingly important. The accessibility and effectiveness of mental health support systems are crucial in ensuring that ODL students receive adequate care. Many ODL students face unique challenges, such as isolation, lack of peer interaction, and balancing multiple responsibilities. These challenges can exacerbate mental health issues, making support systems essential. Current mental health support for ODL students often includes online counseling, virtual support groups, and digital wellness resources, which are one-size-fits-all in nature. As a result accessibility to these services remains a significant barrier. Geographic location, socio-economic status, and technological proficiency limit students' access to these services. Additionally, the effectiveness of these support systems varies, with some students finding virtual interactions less personal and less effective than face-to-face support. The paper argues that to improve accessibility, institutions should invest in scalable and inclusive technologies that reach a broader student population while they also enable the services to be tailored to individual needs. Providing training and resources to help students navigate these systems will also ensure that support services are culturally sensitive and available in multiple languages. This will enhance their effectiveness. The paper argues that addressing both accessibility and effectiveness of mental health services to ODL learners can foster a supportive environment that promotes mental well-being and academic success.

**Keywords:** mental health, open and distance learning, accessibility, effectiveness, support systems.

21. **Title:** *Training teachers on play-based pedagogy improve the performance of children in school: A Casestudy of let's play and learn project- by world vision implemented in Narok and Kakamega counties*

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**Abstract:**

Training teachers on play-based pedagogy significantly improves the performance of children in school by equipping educators with the skills and knowledge needed to integrate play into the learning process effectively. Play-based pedagogy focuses on using playful activities as a medium for teaching, allowing children to learn through

exploration, experimentation, and social interaction. When teachers are trained in this approach, they are better able to create dynamic, engaging, and inclusive learning environments that cater to the diverse needs of their students. Through professional development, teachers learn to design and facilitate play activities that align with curriculum goals, thus making learning more relevant and meaningful for children. This approach not only enhances cognitive skills such as problem-solving, critical thinking, and creativity but also supports the development of social and emotional competencies, including cooperation, communication, and self-regulation. By creating a classroom atmosphere that prioritizes joy and curiosity, teachers trained in play-based methods can reduce stress and anxiety among students, leading to increased motivation, engagement, and academic achievement. Moreover, play-based pedagogy allows teachers to differentiate instruction, providing tailored learning experiences that meet individual students' needs and learning styles. This personalized approach helps to close learning gaps and supports all children, including those who might struggle with traditional teaching methods. Ultimately, training teachers in play-based pedagogy empowers them to foster a love of learning and develop well-rounded, confident students, thereby significantly improving educational outcomes and setting the foundation for lifelong success.

22. **Title:** *Physical infrastructure management and implementation of science curriculum in public universities in northern Uganda*

**Authors:**

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Stephen Ndawula (PhD)

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**Abstract:**

The aim of this study was to investigate the influence of physical infrastructure management on implementation of science curriculum in public universities in Northern Uganda. The study also sought to evaluate the levels of physical infrastructure management, and the degree of implementation of science curriculum. The study employed the correlational research design, hence adopted the positivist approach. A simple random sampling technique was used to sample 123 academic staff in the public universities in Northern Uganda. Data was collected using a self-administered questionnaire. The data collected were analyzed using frequencies, percentages, means and standard deviations at descriptive level, correlations at bivariate level, and multiple linear regression at multivariate level. The results showed that the level of physical infrastructure management was moderate, and the degree of implementation of science curriculum was low. Also, physical infrastructure management in terms of lecture room facilities, technology equipment and safety devices had a positive influence on implementation of science curriculum in public universities in Northern Uganda. Therefore, it was concluded that management of physical infrastructure such as lecture room facilities, technology equipment and safety devices are vital in the implementation of science curriculum in public universities. Thus, this study recommends that the government and public universities should make deliberate efforts to provide sufficient lecture room facilities, modern technology equipment, and sufficient safety devices to further improve

implementation of science curriculum, especially in areas of preparation for teaching, content delivery, and assessment of learning in the public universities.

**Keywords:** Physical infrastructure, management; implementation, science curriculum; Public universities

23. **Title:** *Implementation of Competency-based Curriculum in Kenya: successes, challenges and lessons learnt*

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**Abstract:**

The competency-based curriculum has been under implementation in Kenya since 2017. Since then, there has been a dearth of empirical evidence on its implementation. It is therefore imperative to undertake research to leverage lessons and plug gaps to inform the effective implementation of this relatively novel curriculum. This paper provides empirical evidence on the successes, challenges and lessons learnt during implementation. The study utilised an exploratory sequential technique through a mixed methods approach to generate and analyse data from three Counties in Kenya. The quantitative data was collected using teacher's questionnaires, learner assessments and classroom observations. On the other hand, qualitative data was collected using focus group discussions with parents and key informant interviews with officials from the Ministry of Education, Kenya Institute of Curriculum Development, Teacher Service Commission, curriculum support officers and quality assurance and standards officers. The findings reveal that the implementation of competency-based curriculum presents a combination of successes and challenges and lessons learnt. The findings further show that teachers are knowledgeable in both pedagogy and content which is evident through learner outcomes. However, teachers still struggle with aspects such as authentic assessment, linking theory to practice and inadequacy of learning resources. The study recommends continuous professional development of teachers and provision of adequate learning resources to enable acquisition of required competencies and strengthen the quality of CBC implementation in Kenya.

**Key words:** Competency-based curriculum, successes, challenges, lessons, Kenya

24. **Title:** *Student Teachers Involvement in College Evaluation: UCHUKI Model and Its Impact on the Quality of Teacher Education in Tanzania.*

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**Abstract;**

The study developed the UCHUKI model for student teachers' involvement in college evaluation. Specifically, it: Assessed the need for a model of student teachers' involvement in college evaluation; designed and piloted a model for student teachers'

involvement in college evaluation; determined enablers for a model of student teachers' involvement in college evaluation and evaluated the influence of student teachers' involvement in college evaluation on the quality of teacher education. A paradigm shift and students' involvement theories guided the study. Through developmental design and a sequential explanatory mixed approach, data were collected from 12 Teacher Colleges in Tanzania. The study found the need for a model of student teachers' involvement in college evaluation in Tanzania. The developed UCHUKI model predicted a positive and significant influence of students' involvement in college evaluation on the quality of teacher education. However, the acceptability, adaptability, usability, and effectiveness of the UCHUKI model require the review of the school quality assurance framework to incorporate student teachers' involvement in the process. Therefore, the Ministry of Education should adopt the UCHUKI model and create an enabling environment for the model to operate. Further study may integrate tutors and quality assurance officers in the UCHUKI model to improve its effectiveness

**Keywords:** Student Teachers, College Evaluation, Teacher Education, Quality Assurance, UCHUKI Model.

25. **Title:** *Preparation of student teachers for implementation of competency -based curriculum in Kenya*

**Author:**

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**Abstract:**

The Competency Based Curriculum (CBC) in Kenya was introduced to mainly address the existing research gap in learning where learners attended school but did not learn as expected after completing a course of study. The innovation promised excellent teaching by highly knowledgeable, reflective professional teachers with enhanced skills of modern pedagogical approaches where all learners would be engaged in learning. The teachers would be coaching, facilitating, and mentoring all learners to learn. This case study sought to find out whether the current student teachers undergoing preparation to become the future teachers were effectively implementing the competency - based curriculum. A total of 50 fourth year university students out of the 500 teaching practice candidates of May to August, 2024 session were observed teaching in schools. This study, guided by the constructivists theory, focused on application of learner centred methods in lesson introduction, development and conclusion. Majority 39(78%) of the student teachers introduced the lesson by reviewing the previous lesson using traditional question and answer method, without linking the lesson content to the learners' environment or engaging them meaningfully throughout the lesson. Only 11 (21%) engaged learners meaningfully, facilitating them to make sense of their learning and construct new knowledge. Generally, the student teachers displayed awareness of CBC but required greater preparation. Teacher education institutions need to get more focused in preparing student teachers for CBC implementation.

**Key words:** Gap, innovation, modern pedagogy, preparation, constructivists theory, learner centred

26. **Title:** *Public Vocational Training Centres' Readiness for Uptake of Competency Based Training in Nakuru County, Kenya and Saskatchewan Polytechnic, Canada*

**Authors:**

Gilbert Kipkoech, Jackline Nyerere (PhD), Purity Muthima (PhD) and Janet Okoko (PhD)

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**Abstract:**

Competency based training is recognised globally for enhancing vocational training relevance and quality. However, vocational training in Kenya has focused predominantly on theoretical knowledge, neglecting practical skills due to inadequacy of pedagogically skilled instructors, insufficient resources, and minimal industrial involvement. Consequently, trainees often graduate without essential skills. In 2017, Kenya implemented competency based training in Vocational Training Centres (VTCs) and updated its occupational standards. It is therefore against this gap the study sought to answer this query, whether trainees are gaining the necessary competencies for economic contribution. The study purposed to establish readiness of instructors and institutions in Nakuru County, Kenya and Saskatchewan Polytechnic, Canada. The objectives of the study are to: determine instructors' competencies; adequacy of resources and institutional-industry partnerships for uptake of competency based training in public VTCs, in Nakuru County, Kenya and Saskatchewan Polytechnic, Canada. Using curriculum implementation theory and a mixed methods design, the study sampled 10 VTCs, 10 principals, 92 instructors, 261 trainees, 20 industry managers and 4 programme heads. Findings from Kenya indicate that instructors lack industrial training and professional development, rely heavily on theoretical instruction, and face challenges with standard workshop availability and internet connectivity. Weak institution-industry links hinder effective competency based training operations. In contrast, Saskatchewan Polytechnic, in Canada, demonstrates active industry engagement, practical training and strong institution-industry relationships. The study recommends Kenyan government to increase funding for instructor training and trainee attachments, ICT integration into competency based training, enhanced institution-industry collaboration and exploration of exchange programmes.

**Keywords:** Vocational Training Centres (VTCs), competency-based training, instructors, institution-industry partnership, facilities

27. **Title:** *Technology and Education: Wins and Losses across Generations.*

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**Abstract:**

Technology's positive facets are democratization of knowledge by providing comfort, convenience, and quick access to information; revolutionized communication by breaking distance barriers, enabling people to connect more easily; and a driver to

increased efficiency, growth, and productivity. However, technology may lead to ethical dilemmas as witnessed with increased cases of plagiarism and propaganda; social isolation and dehumanization; and pose privacy and security risks among many other issues. In education, technological advancement has both wins and losses which can be considered on two different levels namely absolute and relative gains and losses. Absolute gains and losses are based on quantifiable attributes that can be measured while relative wins and losses are not easily quantified. There are distinct wins and losses that are identifiable in institutions of learning across the world, and particularly in Kenya where this study focuses primarily on. Students are able to access sources such as lectures and videos from world renowned experts and institutions. They also learn from a diverse range of perspectives and experiences thereby broadening their understanding various subjects. Technology enables inclusion in education as students with disabilities have found it easier to participate in the classroom by use of assistive technologies such as text-to-speech software and electronic magnifiers. Based on this background, this paper seeks to explore the wins and losses associated with technology and education in Kenya. It will compare and contrast effects of technology among sampled respondents from two different generations namely the millennials and Generation Z from Nairobi County, Kenya.

28. **Title:** *Enhancing Teacher Professional Development and Educational Outcomes through Academia-Practitioner Knowledge-sharing: Insights from Uganda Management Institute*

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**Abstract:**

This study investigated the mutual benefits of academic-practitioner knowledge-sharing at Uganda Management Institute. Concerns about higher education's practical relevance sparked this research. A qualitative single case study design was used to conduct the research. Data were gathered through semi-structured interviews with 12 academic staff and 14 practitioners from various organisations. The data were analysed using thematic analysis. The study found that knowledge-sharing enriched academic staff's pedagogical, research, and community engagement skills. Practitioners also improved their workplace competencies. The study concluded that collaboration boosts teacher professional development and student success. Therefore, Uganda Management Institute's top leadership should promote and support these collaborations to maximise their potential benefits. This paper provides practical and theoretical insights into the role academia-industry engagement plays in enhancing education's quality for sustainable development.

**Keywords:** Academia-practitioner collaboration, Knowledge-sharing, Higher education, Skills development, Uganda Management Institute

29. **Title:** *Reflecting on teacher education and professional development :review of content and pedagogical competencies in teacher-training in the 21st century*

**Authors:**

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**Abstract:**

Reflecting on teacher education and professional development: A review of content and pedagogy competencies in teacher-training in the 21s century. Teacher caliber forms the basic pillar in any curriculum change and implementation. The level of teacher preparedness, efficacy and competence defines how well desired curriculum learning outcomes can be achieved. It all goes back to the nature of training besides content knowledge imbued in the teacher. The 21<sup>st</sup> century teacher should be one who is not only well motivated, retooled but also prepared both content and pedagogy. This is even critical at the foundational grades. Early years and foundational teachers are not only caregivers but facilitators for learning. A new approach in the teaching of early- years learners is now emphasized where the teacher helps support the learner to learn how to learn. This paper interrogates and discusses the interactive teaching/learning approach employed for 3-year olds in the random controlled trial intervention underway in Tharak Nithi county effective 2021 through 2025. It is a collaborative intervention bringing together among others, KU WEE Hub, Yale University and Bangor University-UK. The design comprises of teacher mentors, coaches, caregivers and a lead project implementer overseeing and liaising with the project PIs and support experts in the area of early childhood and educational psychology from Kenyatta University. This paper will explore the design and implementation process and possible policy issues.

30. **Title:** *Evaluating the Competency-Based Curriculum implementation in STEM Education in Nyando Constituency, Kenya*

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**Abstract:**

The Competency-Based Curriculum (CBC) was introduced in Kenya in 2017 to reform the education system by shifting from rote memorization to developing critical skills, particularly in STEM (Science, Technology, Engineering, and Mathematics) education. This study evaluates the implementation of CBC in junior schools within Nyando Constituency, focusing on its influence on STEM teaching and learning. A mixed-methods approach was used, integrating qualitative data from interviews with 30 participants (teachers, students, and administrators) and quantitative data from curriculum assessments across five schools. Participants for interviews were purposively selected, while 150 students and 20 STEM teachers were chosen through stratified random sampling for the quantitative component. The findings highlight challenges in CBC implementation, including resistance to the curriculum and strained relationships between STEM teachers and administrators. These challenges

are compounded by insufficient teacher training in STEM-specific pedagogies and limited resources, such as laboratory equipment. Despite these obstacles, the CBC has introduced innovative teaching methods that enhance critical thinking, problem-solving, and hands-on learning. The study identifies a gap between the CBC's intended outcomes in STEM education and its practical execution, particularly in teacher preparedness and resource allocation. It recommends improved professional development for STEM educators and stronger institutional support to ensure effective implementation of CBC in Nyando Constituency.

**Keywords:** Competency-Based Curriculum, STEM Education, Junior Schools, Nyando Constituency, Educational Challenges, Implementation Strategies.

31. **Title:** *Schools initiatives towards investing in parents' awareness on their role in successful implementation of CBC in Kenya*

**Author**

Jane Kamau Mumbi (PhD)  
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**Abstract:**

Kenya's journey toward educational reform is a reflection of the nation's dedication to transformation and progress, which is in tandem with educational policy documents. Each curriculum is a response to the changing requirements of Kenyan society, from the fundamental ideas of the 7-4-2-3 system to the 8-4-4 model and, subsequently Competency Based Curriculum (CBC). However, the concept of CBC in Kenya is relatively new, even among educators. A total paradigm shift is required to reorient education to CBC and so is the need to invest in stakeholder awareness initiatives, on the rationale behind these educational paradigms. Initially, the government made substantial efforts in assessing the educational needs of the country through National Stakeholders Conference (2016), and though this was a remarkable accomplishment, CBC has continued to face handles which might influence the success towards its progression to the next level (Senior secondary school). Creativity is needed to adapt to local resources in order to gain necessary competencies. Further, CBC is meant to promote practical, fun, and participatory teaching and learning methods, which demands considerable parental engagement and involvement, including teaching and material support (KICD, 2016). Reports have been made of existing challenges, which include poor quality textbooks, lack of resources, and parent's stress, which is related to obtaining textbooks (Ondimu, 2018). This requires schools to ensure that parents fully comprehend the need for their support of CBC and the rationale behind its implementation else as the fear of the unknown and complexity of handling it can lead to a waste of resources. This paper will be focusing on initiatives that schools are taking to invest in parent's awareness to ensure successful implementation of CBC.

**Key words:** Initiatives, CBC, stakeholders, transition

32. **Title:** *Collaborative Writing Strategy and its influence on Learners' Performance in Functional Writing Skills in English Language in Public Secondary Schools in Kiambu County, Kenya*

**Authors:**

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**Abstract:**

Function writing is an essential life skill for learners. As learners reach a sufficient level of proficiency, they make maximum use of the skill to get excellent results on national exams, making them ready to enroll in postsecondary institutions to pursue further education. Developing and utilizing the skill pave the avenue for learners to demonstrate effective communication skills in the work environment. This article investigated influence of use of collaborative writing strategy on learners' performance in function writing skills in English in secondary schools in Kiambu County, Kenya. The study was conducted in Githunguri Sub-County in Kiambu County, Kenya. Four public secondary schools were purposively selected for application of the strategy. The sample size comprised of 192 learners, 8 teachers, and 4 heads of English Language Department. The study employed the use of simple random technique to sample learners and utilized purposive technique for instructors and heads of English Language Department. Solomon four group design, a type of quasi-experimental research design, was employed to enable the researcher to apply pre-test and post-test to determine learners' performance in the skills, and asses their entry behaviour. The study used tests and questionnaires to gather data from learners, while forms of interview schedules were applied for gathering of data from teachers and the heads of the English Language Department. SPSS version 21.0 computer software was used for data analysis. Findings of the study show that use of collaborative writing skills has a greater influence on learners' performance in functional writing skills in English as the strategy improves learners' critical thinking, communication, retention, understanding, collaboration, vocabulary, and grammar and writing skills through rigorous interactions during group discussions. Key words: influence, collaborative writing strategy, English language and functional writing skill. **Keywords:** Influence, collaborative writing strategy, English language and functional writing skills

33. **Title:** *Psychological Factors Affecting Academic Buoyancy and Adjustment among first year studnets in institutions of Higher Learning.*

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**Abstract:**

Globally, the number of students pursuing university education continue to increase. However, studies show that mental health challenges are experienced during this

transition. The 2020 Insight Network survey of students from 10 universities in the UK shows that “1 in 5 students have a mental health diagnosis and many, about half have gone through a psychological challenge. This study seeks to examine psychological factors affecting adjustment among first year students. It focusses on the effect of psychological identity on the academic buoyancy and adjustment among first year university students. It also seeks to examine the effect of depression on the academic buoyancy and adjustment among first year university students.

The study is grounded on the psychosocial theory by Erik Erikson. Sequential Triangulation Mixed Methods Design will be adopted. Probability and nonprobability sampling where both qualitative and quantitative methods of data collection will be used. Self-administered questionnaire will be used to collect data from 220 first year students from the faculty of Arts and Social Sciences. An interview guide will be used to collect data from the Key Informants. Quantitative data will be analysed using inferential statistics, Pearson’s product moment correlation coefficient, Analysis of Variance (ANOVA), simple and multiple regression analysis while qualitative data will be analysed thematically. The study is significant because the findings may lead to the development of programs targeting transitional issues among first year students.

**Key Words:** Students, Psychological identity, depression, Adjustment, Health.

34. **Title:** *Competency-Based Curriculum Implementation Dilemma: A Case of Embu County, Kenya*

**Authors:**

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**Abstract:**

In 2017, the Kenyan government, through the Ministry of Education, rolled out the Competency-Based Curriculum (CBC) to replace the 8-4-4 education system. However, studies on the implementation of CBC have highlighted significant challenges, including insufficient teacher preparedness and a lack of adequate teaching and learning resources. This study explores the current state of implementation of CBC at the pre-primary school level in Embu County, Kenya, with a focus on identifying the contextual barriers affecting its rollout. The research employed an ex post facto design, as no manipulation of variables was possible. The study compared implementation of CBC in public and private pre-primary schools, examined the relationship between the availability of instructional resources and CBC implementation, and analysed the connection between teachers' competencies and the effectiveness of implementation of CBC. Gross’s (1971) theory of curriculum implementation provided the theoretical framework. The target population included all pre-primary schools in Embu County, and a 10% sampling principle was applied to determine the sample size. Data was collected through questionnaires, observation checklists, and interview schedules. The findings revealed that CBC implementation fell short of expectations, with major challenges including inadequate school infrastructure, insufficient instructional resources, and unprepared teachers. The study recommends that the government and other stakeholders invest more in retooling of teacher’s, school infrastructure and teaching and learning materials to support CBC implementation.

35. **Title:** *Analysis of instructional strategies used in implementing life skills curriculum in mixed day public secondary schools in kiambu county, kenya.*

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**Abstract**

Life Skills Education (LSE) curriculum implementation may be hampered by the choice of instructional strategies. Instructional strategies aid implementation of LSE that intern aid learners acquire salient skills to co-habit well with self and others. The strategies can either be expository or heuristic approaches. Increased vices among the youth were indicators that programs, such as LSE, were jeopardized leading learners failure to shun vices. This study was tailored to find out how teachers' effective use of instructional strategies had influenced the implementation of LSE in mixed day secondary schools in Kiambu County, Kenya. The study objective was to explore teachers' perceptions of the effectiveness of LSE instructional strategies. The social constructivist theory of self-regulation guided this study. Descriptive survey research design was used. The independent variables were teachers' perceptions of LSE effectiveness. The dependent variable was LSE implementation. Target population encompassed 130 principals, 1170 teachers. Data was collected through questionnaires and, interviews. Descriptive statistics (frequencies and percentages) and an inferential statistic (Fisher's exact coefficient) was used to analyze quantitative data. The study established that the essential teaching and learning materials for implementing LSE were either unavailable or inadequate in most schools. Although 81 (69%) teachers indicated that they used learner-centered strategies when teaching LSE, follow-up questions, interviews with principals suggested that the actual usage of learner-centered techniques was lower. Further, even though 109 (93%) teachers were convinced of LSE's benefits to learners, only 75 (64%) believed that LSE implementation in their school influenced learners' life skills positively.

**Key words;** Quality teaching, Life skills, Instructional strategies, Implementation

36. **Title:** *Organisational Justice and Psychological Well-Being of Teachers in Government-Aided Secondary Schools in Nakawa Division, Kampala Capital City Authority, Uganda*

**Authors:**

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**Abstract:**

This study investigated the association between organisational justice and psychological well-being of teachers in government-aided secondary schools in Nakawa Division, Kampala Capital City Authority in Uganda. Specifically, the study examined whether distributive, procedural and interpersonal justice significantly predicted psychological wellbeing of teachers in government aided secondary schools

in Nakawa division, Uganda. The study utilized a quantitative approach, which involved a correlational research design to examine the relationship between variables. Data was collected from a sample of 184 secondary school teachers through a self-administered questionnaire. Data was analysed using descriptive and Structural Equation Modelling (SEM) with SmartPLS. Descriptive results revealed that while psychological well-being of teachers was high, organisational justice was low. The SEM results showed that while distributive justice negatively and insignificantly predicted psychological well-being, interpersonal justice positively and significantly predicted teacher psychological well-being, and procedural justice positively and insignificantly predicted teacher psychological well-being. The study concluded that while interpersonal justice is imperative for psychological wellbeing of secondary school teachers, distributive and procedural justice were not. Therefore, it was recommended that to enhance psychological wellbeing of secondary school teachers, school administrators should promote interpersonal justice than distributive and procedural justice. The practical significance of the study is that it shows how organisational justice impacts on psychological well-being of teachers.

**Key words:** Distributive Justice, Interpersonal Justice, Organisational Justice, Procedural Justice, Psychological Well-Being.

37. **Title:** *An Overview of Family Perception on Children with Special Needs In Pursuit of Education in Isiolo County Kenya*

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**Abstract:**

Successful implementation of any curriculum in Kenya in primary schools greatly depends on efforts by simulative families. The practices of education provide opportunities for families to take part in education of their children. The families are expected to play a supportive role to their children with special needs for academic excellence. Positive families' perceptions of children with disabilities determine parents' acceptance of children with disabilities and the quality of care and education provided. Understanding family perceptions towards the education of children with special needs is essential for developing effective strategies that promote inclusive education. In Isiolo County, where traditional beliefs and resource constraints often impact family decisions, these perceptions can significantly affect the willingness of families to support their children's education. The attitudes and beliefs held by parents and guardians influence not only their involvement in the educational process but also the access and quality of education that their children receive. This study seeks to explore and analyze the various factors that shape family perceptions towards educating children with special needs in Isiolo County. The study was guided by Bronfenbrenner's Ecological Systems Theory that analyzes the various factors influencing perceptions. The study adopted a descriptive survey design method. The target population was 100 parents and guardians of about 50 children with special needs who are currently enrolled in 9 special schools within Isiolo County. The study also targeted 60 teachers working in the 9 special schools within Isiolo County. Yamane (1967) formula was used to calculate the sample size which arrived at 114 respondents. Simple random sampling was used to select the respondents. About 10% of the respondents were given the pre-test questionnaires in order to assess reliability

and validity of the research instruments. Statistical Package for the Social Sciences (SPSS) software version 21 was used to organize, code and analyze the data using inferential and descriptive statistics. Results were then presented with the aid of pie charts, graphs and tables. The results indicated that cultural beliefs, societal stigma misconceptions, financial constraints, lack of awareness about education programs, the distance to the nearest school are some of the parental perceptions towards reluctance to seek formal education for children with disabilities. Further, many parents feel that schools lack the necessary resources, such as specialized learning materials, assistive technologies and accessible facilities. The results also indicated that there was a significant relationship between the level of education of parents and their perceptions towards the education of children with special needs ( $\chi^2=0.042$ ,  $N=71$ ,  $p<0.05$ ). This indicated that parents with higher education levels have positive perceptions compared to those with lower education levels. The study thus recommends that there should be a policy that the enforce role of the parents in provision of education as well dealing with parents who fail to take their children to school.

Keywords: Perception, Parents, children with disabilities, negative perceptions, special schools, attitudes

38. **Title:** *Technology and Education.*

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**Abstract**

In the wake of the covid -19 pandemic, schools were closed indefinitely. This necessitated educators to be innovative and come up with ways to have online classes. This abstract explores the impact of technology in education, advantages and disadvantages of integrating technology and education. The use of technology such as desktops, whiteboards, educational games has greatly transformed learning and has enhanced student engagement through multimedia presentations and collaborative activities. Virtual learning has also broken geographical barriers because it enables remote participation, distance notwithstanding. However, the integration of technology in education also has its demerits. The most common concern for parents and educators is screentime. Addressing these issues requires strategic planning and sufficient training for teachers, students and parents to reap the benefits of technology in education effectively. This paper concludes with recommendations for leveraging technology to enhance learning outcomes while balancing the limitations and challenges it presents.

39. **Title:** *Harnessing Hidden Curriculum: A Competitive Teaching and Learning strategy for sustainable Development in Kenya*

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**Abstract:**

The presence of hidden curriculum in any learning process is widely acknowledged globally in all levels of education. Though unwritten, unofficial, and unintended, hidden curriculum lessons form an integral part of teaching and learning described by the World Education Forum (WEF), as key in enhancing Education for Sustainable Development (ESD) by integrating social values such as good citizenship, responsibility, discipline, trustworthiness, sincerity, humility, etc., to meet the changing needs of globalized society. Both classroom and social environment provide students with the opportunity to learn various norms, values and beliefs that are not intended in the planned curriculum. Through concept mapping, a conceptual framework of hidden curriculum was identified and adopted to explain key elements: the planned curriculum as the foundation of the hidden curriculum, the institutional culture, the lecturer's skills and competencies, and the student's learning experiences. The robust and dynamic nature of hidden curriculum makes it a competitive strategy for teaching and learning and a tool for sustainable development through integration with the Competency-Based Curriculum (CBC). Hence, a better way to handle social challenges through creativity, innovation and ability to do things rather than know things. Reviewed literature provides a step-by-step development of hidden curriculum, definitions, different perspectives and its critical role in sustainable development. Also, the role of hidden curriculum in the implementation and sustainability of the CBC in Kenya is explored, and reveals the subjective and situational nature meaning that each institution has their own way of blending it with the planned curriculum to achieve desired goals.

**Keywords:** Hidden curriculum, Kenya, planned curriculum, sustainable development, teaching and learning.

40. **Title:** *Differentiated instruction: Barriers towards teachers application of DI in teaching mathematics in inclusive classroom in secondary schools: A case of ludewa district*

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**Abstract:**

This study assessed the teachers' practices of DI in teaching mathematics in inclusive classroom in secondary school. The study specifically focused on the challenges that are facing mathematics teachers in the application of DI in teaching in inclusive classroom. The phenomenology study design informed by the qualitative approach was employed. The data were collected from 15 participants including 8 teachers, 4 head of schools and 3 ward educational officers (WEOs) from 4 secondary school through interview and classroom observation. The study findings revealed that the teachers encounter number of challenges when implementing DI in teaching mathematics in the inclusive classrooms. The revealed challenges includes the inadequate number of teachers, students negative attitudes, the shortage of teaching materials and the insufficient knowledge concerning the DI practices in teaching. In the light of this findings the study concluded that teachers are facing variety of challenges and the implementation of DI is bound to fail to provide the positive outcome. The study recommends that the teachers should be equipped with required

information on the implementation of DI as well as the government should provide sufficient materials and recruit enough number of mathematics teachers.

**Key Words:** Differentiated Instruction, Inclusive Classroom, Teaching Mathematics, Tanzania

41. **Title:** *Income Generating Projects, Opportunities and Lessons Towards Funding Education and Developing Learners' Self-Reliance: The Case of Murang'a Teachers Training College*

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**Abstract:**

Provision of education has become a central agenda worldwide. The United Nations Organization in its Sustainable Development Goals (SDGS) declared goal No 4 as ensuring inclusive, equitable, and quality education and promotion of lifelong learning opportunities for all. Africa Agenda 2063, the Africa we want, focuses on educating an African fit for the 21st C by developing well-educated citizens. It also emphasizes skills revolution underpinned by Science, Technology and Innovation. In Kenya, Vision 2030 under Social pillar, visualizes investing in the people of Kenya through Social sector, in which education and training is key. However, the cost of education is a big challenge in Kenya, although the constitution of Kenya, 2010, declares education a basic right. In Kenya, education cost most households approximately ten times their average monthly incomes according to World Rimit report, (2023). This paper presents findings of a case study that examined the income generating projects, opportunities and lessons towards funding education and developing learners' self-reliance in one teacher training college in Kenya. The specific objective was to examine the contribution of income generating projects in funding education in Kenya. The study adopted intrinsic case study approach, using a checklist and interview administered to the project manager. The study tools were piloted using peers. The study locale was Muranga Teachers Training College. Data were analysed qualitatively using descriptive statistics. The findings of the case study reveal that income generating projects have positively impacted funding education in Muranga TTC, contributing to availability of fresh and safe food, funds for infrastructure development and making up to 30% of the institutions' annual budget. The study concludes that income generating projects is an opportunity towards funding education in learning institutions in Kenya in the face of declining funding from the national government as well as a chance for learners to develop knowledge, skills and attitudes for self-reliance in life. The study recommends development and implementation of clear policies on income generating projects for all learning institutions in Kenya.

**Key Words:** Income generating; Self-Reliance, Opportunities, Lessons.

42. **Title:** *Parental involvement in pupils' learning and its influence on performance in Kenya certificate of primary education in public schools, Nyamira county*

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**Abstract:**

Parental involvement in pupils' learning plays a significant role in the educational sector. The involvement works to influence the pupil's academic success. Despite parental involvement playing a pillar role in learners' academic success, the existence of harmonious relationships between parents and teachers remains a challenge both internationally and locally. The purpose of this study was to explore parental involvement in pupils' learning and its influence on performance in the Kenya Certificate of Primary Education in public schools in Nyamira County, Kenya. The study was guided by four objectives: to determine how parental involvement in supervision of learning influences performance; to assess parental involvement in teacher motivation and reward influences performance; to establish how parental involvement in shaping pupils' discipline influences performance; and to determine how parental involvement in school leadership influences performance in KCPE in public schools in Nyamira County, Kenya. The study adopted a convergent mixed-methods design. It used the Epstein theory of family, school, and community partnerships of 2003. The target population for the study consisted of 2364 respondents from 394 targeted schools. Schools were sampled purposefully to select single-streamed schools. Then head teachers were sampled on the basis of schools and further subjected to sampling purposefully to select chairpersons for parents' associations. Teachers were chosen on the basis of schools and also purposefully sampled. The pupils were sampled using simple random sampling, purposive sampling, and stratified sampling techniques. The sample size for the study consisted of 354 respondents drawn from 59 sampled schools. They include 59 head teachers, 59 teachers, 59 parents, and 177 pupils. Interview schedules were used to collect data from head teachers and parents, while questionnaires were for teachers and pupils. Qualitative data were captured, organised, and analysed into themes, thereby reporting the findings thematically. Quantitative data were analysed statistically using frequency, means, percentages, and standard deviation. Respondents' demographic information was analysed quantitatively, and the results were presented in tables. The Pearson product moment was used to relate the independent variables to the dependent variables. The findings indicated that parents are not involved in the supervision of pupils' learning, though they commend high performance. The study found that the involvement of parents in teacher motivation influences performance, and parents are involved in teacher motivation but do not support it. Although parents do not have ample time to engage in shaping their pupils' discipline, the study found that discipline influences performance, and parents support teachers in shaping pupils' discipline. The study established that parental involvement in school leadership influences performance, though parental support was inadequate. The study found disagreement amongst parents and teachers as hindering parents from school leadership. The study concluded that parental involvement in pupils' learning influences academic performance, although there is weak parental involvement in pupils' learning in the locale of study. The study recommends to policymakers the initiation of mentorship programmes for parents to encourage positive involvement in

pupils' learning that can influence high academic performance. The policy needs to be followed to the letter on the appointment of parents to PA and BOM positions in schools.

43. **Title:** *Gender responsiveness of the STEM curriculum to the learning needs of female students in STEM disciplines in Selected Kenyan Public Universities*

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**Abstract:**

Worldwide, there are disparities in female student's access and participation in Science, Technology, Engineering and Mathematics (STEM) disciplines in the universities. In developing countries, such disparities are more structural and systematic. This is despite existence of gender policies and interventions at the national and institutional level. Persistence of socio-cultural and institutional barriers is limiting female students from participating in STEM disciplines. Further, the STEM teaching and learning curriculum, the learning environment and processes are not friendly to female students as they are male-dominated by both the STEM faculty and students. Three theoretical models; Social constructionist, the pipeline and the deficit model guided this study. The study utilized a descriptive survey design and data was collected in three public universities that were purposively sampled. Questionnaires, interviews, observations, content and documentary analysis were used as key instruments for data collection. The study findings revealed that, despite the existing educational gender interventions, female students' enrolment and participation in STEM disciplines in the Kenyan public universities is 30% and less than 20% in hard sciences. The study also established that a continuous process of gender typing of the school curriculum that is also manifested in universities. Existence of socio-cultural and institutional barriers affects female students' participation in STEM disciplines. The study established interventions such as the STEM curricula should be made gender responsive with integration of additional STEM female faculty members to act as mentors to female students.

44. **Title:** *Integrating Kenyan Creatives in the Sports and Arts Tracks in the Competency-Based Curriculum*

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**Abstract:**

Promoting the idea that acrobats can serve the secondary school system, as it is introducing sports and arts tracks towards enhancing successful implementation of

## CBC in Kenya

Kenya is in the process of shifting to a secondary school structure that will provide students with increased opportunities through focused programming and training. Two of the four new tracks that students can choose from are sports and arts. At present, the question remains who will teach the necessary curriculum, as currently employed teachers may not have the necessary educational training and degrees. Overall, there is a significant shortage of appropriately trained educators who could teach students in the sports and arts curricula. Among the many untapped talents of Kenya are its talented acrobats, who often perform internationally for years after they begin their careers in local tourism venues. Our paper suggests that these experts could become integrated into the school system, which is in ardent need of additional teachers, by setting up 1-year certification programs for experienced acrobats to prepare them for teaching in the secondary school system. We are drawing on a case study conducted on an acrobatics troupe, Diani Mambo Acrobats Group, to demonstrate the pedagogical potential of these highly knowledgeable and skilled performers. Our methodology focused on document analysis coupled with the use of NVIVO to draw learnings from the case study. The paper found that acrobats train each other and continue to train throughout their career. They are competent with regards to all aspects of the training and performance process, and their high knowledge and skill level prepares them to take on roles as teachers in the school system, something that is already piloted at many private schools in the country. Our discussion ends with policy recommendations to implement the pedagogical training and integration of acrobats into the Kenyan school system.

**Key words:** Creatives, Competency Based Curriculum, acrobatics, pedagogical potential

45. **Title:** *pedagogical reforms in Tanzania: issues raised when adopting a Learner-Centred Instructional Approach for implementing the Competency-Based Curriculum of the Tanzania Primary Schools*

**Author:**

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Local Government Training Institute-Dodoma, Tanzania

**Abstract:**

This paper focuses on issues facing pedagogical reform in Tanzania that involve the implementation of a learner-centered approach to instruction. A case study of Primary Schools from Dodoma City Council is used. The researcher discusses three questions which are 1) Do teachers understand what approaches are used in a Competency-Based Curriculum? 2) Do teachers understand the theoretical underpinnings of a learner-centered approach? And 3) To what extent does a Competency-based curriculum accommodate a learner-centered approach? The researcher uses a focus group discussion, an interview and observations as techniques for collecting data to 35 classroom teachers through stratified techniques for getting schools and simple randomly for getting the 35 teachers. The researcher discusses constructivist theory from which the learner-centered approach originates. A review of some empirical research on the implementation of learner-centered approaches within and outside Tanzania, follows, that includes an examination of challenges facing the

implementation of this instructional shift. Findings show that there is mismatch between the theory of implementing the Competency-Based Curriculum and the practices. Practices to consider for the pedagogical implementation to take off in Tanzania are recommended. The researcher identifies the need for more research in developing countries, including Tanzania, to examine the extent to which learner-centered approaches can be effectively implemented in under-resourced countries.

46. **Title:** *The Role of Teacher Professional Development in Managing Learning Crisis in Nigerian Primary Schools.*

**Author**

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**Abstract:**

Nigeria faces a significant educational challenge, with only 25% of pupils between the ages of 7 and 14 able to read with comprehension or perform basic arithmetic. This study examines the professional development of Nigerian English language teachers in tackling the learning crisis in public primary schools. The study is grounded in Kolb's experiential learning theory as a lens to guide the analysis and the discussion. Qualitative study design was utilized to uncover the potential roles of teacher professional development in managing the learning crisis in Nigerian primary schools. A sample of 10 English primary school teachers from 5 public schools was obtained and interviewed. The findings indicate that teacher professional development plays a crucial role, such as passing the proper knowledge to students, fostering critical thinking skills to students, inspiring students learning, and playing a role in the holistic development of pupils in the school environment. However, the study discovered that teacher professional development partly addresses the learning crisis as it is hampered by inadequate planning and management of such programmes. The study underscores the necessity of ensuring sufficient resources to combat the learning crisis in Nigerian primary schools effectively. Moreover, it is imperative to reconsider the planning and management of teachers' professional development to enhance students' learning.

**Keywords:** Learning Crisis, Teacher Professional Development, Training, Learning

47. **Title:** *Institutionalizing the roadmap towards attainment of inclusivity policies in higher education in Kenya*

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**Abstract:**

Inclusivity in education is a concept highly sought after world over. Societies continue to strive towards attaining equity in all cadres of education. Higher education in most developing countries and indeed in Kenya continue to experience challenges of inclusivity. This is despite the establishment of various policies geared towards addressing challenges contributing to this phenomenon. Sustainable Development Goal 4 emphasizes on the critical aspects of inclusive and equitable education to promote lifelong opportunities for all. This is further amplified by the Constitution of Kenya 2010 which underscore on the right to education for all Kenyans. This study will assess the current state of inclusivity policies and practices in the higher institutions of education. It will identify the institutional challenges and barriers towards implementing inclusivity policies in higher education. Furthermore, the study will examine the best practices and models from other countries which have successfully implemented inclusive education. Finally, it will propose a comprehensive roadmap for institutionalizing inclusivity policies within the higher education institutions in Kenya. The study will employ a mixed methods approach design. Data will be collected using questionnaires as well as desktop analysis from the institutions of higher learning in Kenya. The data will be analyzed and presented both in statistical manner and thematic manner.

**Key words:** Institutionalizing, roadmap, inclusivity policies; higher education institutions

48. **Title:** *Diminishing teacher pedagogical competence in the implementation of Competency based Curriculum*

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**Abstract:**

A curriculum is as good as how it is put into practice. Weak implementation processes have in the past been blamed for the failures in Kenya's education sector. This study sought to formulate a theory that summarizes teacher pedagogical competence for implementation of CBC in selected primary schools in Kenya. Lee Shulman theory on pedagogical content knowledge (PCK) guided the study. A qualitative research approach that used a multiple case study research design was utilized. Purposive sampling technique was employed in selecting nine teachers that participated in this study.

Qualitative data were collected using; document analysis guide, observation schedule and interview guide schedule. It was analysed using grounded theory method of analysis while applying constant comparative technique. The study established that teachers' pedagogical competence diminishes in relation to level of familiarity of aspects under instruction. There is thus need for teachers to have lengthy exposure to CBC integrated content, learner centred instructional approaches and performance-based assessment techniques during their training. This study thus informs teacher preparation programmes at pre-service and in-service levels.

**Keywords:** Competency based curriculum, Curriculum implementation, Curriculum theory, Teacher pedagogical competence.

49. **Title:** *Assessing the role of school managers on environmental conservation among secondary school learners in Gasabo district, Rwanda*

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**Abstract:**

This research proposal aims to assess the role of school managers in promoting environmental conservation among secondary school learners in Gasabo district, Kigali city in Rwanda. As global environmental challenges escalate, the integration of environmental education in schools is critical for cultivating future conservationists. This study, grounded in a pragmatic research paradigm, will employ a mixed-methods approach to explore how school managers influence environmental practices and education. Data will be collected through semi-structured interviews, questionnaires, and document analysis, targeting school managers, teachers, and students. Thematic analysis will be used to identify key patterns and insights from qualitative data, while descriptive statistics will provide an overview of demographic characteristics. The study will explore the extent to which school leadership, resource allocation, teacher training, and community involvement impact the effectiveness of environmental education initiatives. Ethical considerations, including informed consent and confidentiality, will be rigorously observed to ensure the protection of participants. The findings are expected to offer valuable insights for developing evidence-based strategies to enhance environmental conservation efforts in Rwandan secondary schools, thereby contributing to national and global sustainability objectives.

**Keywords:** Environmental conservation, school managers, secondary education

50. **Title:** *Navigating Transition to University: The Role of Perceived Autonomy, Competence and Relatedness of Newly Admitted First-year Students*

**Authors:**

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**Abstract**

Smooth transition of students from secondary school to the university sets the foundation for social-emotional adjustment, psychological well-being, and successful learning. The students are expected to adjust to a new learning environment, develop new social connections, manage numerous responsibilities, and become independent and competent learners. Successful transition to university relies on external sources such as parental, faculty, and peer support as well as the students' internal resources that motivate and help them navigate challenges or adversity associated with adapting

to a new environment. This study aims to determine the role of students' perception of autonomy, competence, and relatedness in achieving a positive transitional experience and well-being at the university. The study will be anchored on the Self-Determination Theory by Ryan and Deci (2000), and Schlossberg's Transition Theory (1984). A descriptive research design will be adopted. The study targets all newly admitted first-year students enrolled for Bachelor of Education degree course in the year 2024 at Kenyatta University. Purposive, stratified, and simple random sampling techniques will be employed to select the sample for the study. Quantitative data will be collected using adapted Basic Psychological Needs Satisfaction Scale and New Student Transition Questionnaire. Data analysis will be descriptive and the findings may be useful in creating awareness of students' psychological needs and the necessity of offering appropriate support for effective transition and adjustment.

**Key words:** Transition; Autonomy; Competence; Relatedness

*51. Title: The correlation between Cyber Dating Abuse and academic engagement of undergraduate students in selected universities in Nairobi City County, Kenya*

**Authors:**

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**Abstract:**

The increased use of technology among dating students contributes to Cyber Dating abuse (CDA) which is a social problem afflicting students worldwide. On the other hand, academic engagement remains an area of interest in research due to its relationship with academic performance, school and greater feeling of satisfaction and happiness. The study therefore sought to examine the extent to which CDA affects academic engagement of undergraduate students and to propose strategies to mitigate on the effects of CDA on academic engagement. The respondents comprised a random sample of 384 students. A cross-sectional descriptive survey research design was used. Quantitative and qualitative data were collected through questionnaires, focus group discussions and interviews. Qualitative data was analysed using content analysis and is presented in narratives whereas quantitative data was analysed using Pearsons Correlation Coefficient and presented in tables and graphs. Findings indicated that a significant negative correlation ( $r(313) = -.193, p < .001$ ) existed between victimization and behavioural academic engagement but no significant correlation existed between victimization and emotional academic engagement. It was concluded that higher levels of distress caused by CDA led to lower behavioural academic engagement. To mitigate this, there were suggestions that CDA victims needed to seek guidance and counselling as well as seek help. The study recommended creation of awareness on Cyber Dating Abuse and its prevention to promote healthy dating and enhanced behavioural academic engagement.

**Key words:** Cyber Dating Abuse, Academic engagement, Behavioural academic engagement, emotional academic engagement

52. **Title:** *Integrating Sustainability into the Senior Secondary School Chemistry Curriculum in Nigeria through Green Chemistry*

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**Abstract:**

The study will investigate the integration of sustainability into the senior secondary school chemistry curriculum in Ondo State, Nigeria. Specifically, the study will determine the key areas of Education for Sustainable Development (ESD) and Green Chemistry (GC) addressed by the current senior secondary school Chemistry curriculum in Nigeria; determine the extent to which implementation of the curriculum contributes to awareness of ESD and GC among teachers and students and evaluate effectiveness of curriculum developers in integrating ESD and GC content into Nigeria's senior secondary school Chemistry curriculum. The study will adopt a descriptive survey research design. The population will consist of chemistry teachers, Senior Secondary School III (SSSII) chemistry students and the officers of Curriculum Development Centre of the Nigerian Educational Research and Development Council (NERDC) in Ondo State. A multi-stage sampling technique will be adopted for the study. A total of 30 chemistry teachers, 600 students and twenty (20) officers of Curriculum Development Centre will be involved in the study. Data for the study will be collected using a thematic area content analysis template, questionnaires and interview guide. Quantitative data collected will be analysed using inferential statistics while qualitative data will be analysed through descriptions and narratives.

**Keywords:** Integrating Sustainability, Senior Secondary School, Chemistry Curriculum, Green Chemistry

53. **Title:** *Influence of mental health literacy and stigmatization on help seeking behaviour of university undergraduates in Ogun state, Nigeria. (mental health in education)*

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**Abstract**

The recent economic crisis in Nigeria has made life difficult for a lot of people, including undergraduates in various universities. Most of these students find it difficult to afford their basic needs and the fact that they could not meet up with life's demands oftentimes affect their mental health. The study adopted the descriptive survey research design. Three government owned Universities from Ogun State were used for the study. 450 undergraduates were randomly selected from the three institutions using the simple random sampling technique. A self developed research instrument was used to elicit responses from the respondents. Sections on the instrument included the Mental health scale (MHS) and scale on stigmatization and help seeking behaviour (SSHBS). Three hypotheses were postulated and tested. The result showed that stigmatization affected the help-seeking behaviour of undergraduates in Ogun State universities. It was recommended that there should be more enlightenment programs and campaigns on mental health.

**KEY WORDS:** Mental Health Literacy, Stigmatization, Help Seeking Behaviour Undergraduates.

*54. Title: Financing higher education through privatization and its psycho-social implications to students: a case study of Kenya*

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**Abstract:**

Privatization in higher education is trending globally. Africa is not left behind. However, not all governments explicitly endorse it. This is attributed to the negative connotation ascribed to privatization especially when visualized as governments relinquishing their role in service provision to the private sector. Such perceptions have led to attitudinal biases towards privatization, particularly in developing countries, which believed that quality existed only in public universities. Kenya, like other African countries is continuing to embrace privatization as a financing option in higher education. This study's main objective was to establish psychological and sociological implications to the privatization as a model in the financing of higher education. The study employed a desk top review using various search machines and exclusion criteria to search articles on privatization in higher educations through the use of words such financing university education, psychological implications of the models of financing, and social implications of financing higher education. While there is dearth of studies in the area, literature encountered revealed considerable amount of anxiety and stress, competition, identity and self-worth issues, and pressure to succeed. Further, reduced access and inequality, disconnection with community, change in values and relationships were also established. Thus study concludes that there are both psychological and social implications that accompany the model of financing resorted to by a government. This study therefore recommends empirical researches on psycho-social implications of financing through privatization in both private and public higher institutions of learning to inform literature and development of sensitive regulatory policies.

**KEY WORDS:** Privatization, Institutions of Higher Learning, Financing, Regulatory Policies, Psycho-social implication .

55. **Title:** *A Transformative Approach to Integrating Ethics Education into Teacher Training for Promoting Social Cohesion, Peace, and Inclusion in Kenya*

**Authors:**

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**Abstract**

The Ethics Education Fellowship (EEF), initiated in Kenya in 2022 and ongoing, plays a crucial role in re-orienting teacher training to meet the 21st-century demands for sustainable development. Ethics Education is a key approach to enhancing social cohesion and supporting peace education while strengthening the nurturing of values to achieve SDG target 4.7. By integrating ethics education into primary and secondary curricula, establishing co-curricular activities like ethics clubs and developing competency-based curricula, the EEF aligns with existing Values-based Education and peace education initiatives through innovative and collaborative approaches. This enhances contemporary teacher training by addressing national cohesion and preventing violent extremism. The EEF, in collaboration with the Ministry of Education and the Kenya Institute of Curriculum Development, seeks to enhance teacher training by equipping educators with skills, knowledge and attitudes to foster ethical reasoning and responsible citizenship in learners. Monitoring Evaluation and Learning (MEL) findings from the first phase findings highlighted that 100% of teachers trained reported improvements in professional development and teaching practices, particularly in adopting Transformative Pedagogical Approaches. The program promotes intercultural dialogue, enriching learners' understanding and appreciation of different cultural practices. It was observed that 79% of learners reported increased confidence in Ethics Education, better knowledge retention, and greater engagement in the learning process fostering deep learner engagement through active participation and collaborative learning experiences. Further, surveys showed significant improvements in students' appreciation of diversity and their ability to engage in collective action, with 72% of learners initiating community projects.

**Key words-** Ethics Education, Transformative Pedagogical Approaches, Value Based Education, Peace Education, Intercultural Dialogue, SDG 4.7

56. **Title:** *Empowering global stem education: A comprehensive approach to competence-based learning, teacher and learner factors.*

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### **Abstract**

Global Science, Technology, Engineering and Mathematics (STEM) education is crucial for equipping students to face 21st-Century challenges, including technological advancements, environmental issues, and global interconnection. Competence-Based Learning (CBL) has emerged as a promising approach that emphasizes the development of specific skills and knowledge. This paper provides an in-depth overview of CBL, examining its benefits and challenges, particularly within the context of global science, technology, engineering and mathematics (STEM) education. The theoretical framework of CBL is based on the premise that students should demonstrate proficiency in defined competencies rather than merely accumulating knowledge. **Benefits of CBL** include improved student outcomes, such as higher academic performance, enhanced problem-solving skills, and increased employability. CBL also fosters greater student engagement by promoting active participation and motivation. Additionally, it helps students develop transferable skills like critical thinking, collaboration and communication, which are essential for future success. However, **challenges** include the need for adequate teacher training and support, as many educators require additional resources and professional development to implement CBL effectively. Student engagement can be difficult to maintain, and assessing progress requires innovative methods beyond traditional tests. Successful CBL implementation in global STEM education necessitates active involvement from both teachers and learners. Focusing on comprehensive teacher training, creating engaging learning environments, and developing alternative assessment methods will empower educators to leverage CBL effectively and prepare students for future challenges.

**Key words:** Technological Advancement, Competence-Based Learning, Global STEM Education

57. **Title:** *Primary Teachers' Knowledge of Dyslexia and Teaching- Learning Practices in Kenyatta University Primary School in Kasarani, Kenya.*

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### **Abstract**

This study focuses on examining primary teachers' understanding of dyslexia, including their competencies and teaching strategies they employ to support learners with dyslexia. It aims to find out how well teachers can identify dyslexia and implement effective practices to enhance the learning experiences of affected learners in Kenyatta University Primary School, located in Kasarani, Kenya. Previous studies have revealed that governments are ready to provide equity and quality education to all children including those with learning disabilities. Learning disability (LD) is defined as a specific impairment of academic learning that interferes with a specific aspect of schoolwork and reduces a learner's academic performance significantly. Common LD categories include; dysgraphia, dyscalculia, and dyslexia. Dyslexia is a type of learning disorder that affects a child's ability to read and spell words. The purpose of this study will be to explore Primary teachers' knowledge of dyslexia and practices regarding dyslexic learners in Kenyatta University Primary School in

Kasarani Sub-county. The study will be guided by two objectives: to establish primary teachers' knowledge of dyslexia as learning disability; to find out teachers practices in relation to dyslexic learners. The study will use descriptive survey design. The sample size will be drawn from Kenyatta University primary school teachers. A scale developed by Martan (2022) will be adapted to measure Teachers' Knowledge. The results of this study may be significant for educational stakeholders for proper interventions that may allow appropriate support in the academic and emotional well-being of learners with dyslexia in an educational setting.

**Key words:** Dyslexia, Knowledge and practice, Primary School teachers.

58. **Title:** *An Intervention: Psychosocial and Mental Health Support to Students in Higher Education*

**Authors:**

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**Abstract**

Poor Psychosocial and mental health support to students pursuing higher education is on the rise, affecting parents and academia. Additionally, this has become, a global concern. According to WHO, Mental health issues can pose a problem for students in terms of academic and social success in school. Mental disorders can affect classroom learning, poor attendance, poor academic performance, behavior regulation, which are critical to the success of the student. This leads to higher dropout rates and lower overall academic achievement. An upsurge in mental distress among university students has been recorded worldwide and reported by researches. The impacts move from mild such as anxiety to depression and if not addressed to severe effects such as suicide. There is extent literature in Kenya to address this gap. The objectives were; To identify factors associated with Psychosocial and mental health of students in higher education and to develop a Psychosocial and Mental Health Guide as an intervention/support measure for the students. The present study discusses narratives from 50 colleges and university students through Focus Group Discussions and face to face interviews. The study undertook a desk review and observational studies that measured factors associated with student wellbeing. Extensive searches were undertaken using a pyramidal approach; in the UK, USA, Australia, Africa and Kenya. The Guide will be used by Counsellors, Peer Educators/Mentors. The study was carried out at Kenya Red Cross Training Institute and Jaramogi Oginga Odinga University of Science and Technology. Preliminary findings indicate factors such as relationships, gambling, socio-economic background, lack of fees, identity crisis and lack or guidance career path.

**Key words:** Mental health, gambling, suicide, psychosocial support, counselling

59. **Title:** *Applying Pedagogical Content Knowledge Model to enrich teacher professionalism in effective classroom instruction to enrich learner outcomes*

**Author:**

Patricia Echessa-Kariuki (PhD).

**Abstract**

This presentation is based on on-going research to study the impact of teacher effectiveness on learner outcomes, with the researcher first echoing the problem posited by the Kenya Presidential Working Party On Education Report (2023), that the quality of education in Kenya's Primary education sector remains a significant challenge to date, due to factors such as inadequate teacher training, lack of resources, and poor curriculum design. After the research questions, the conceptual framework is presented next, with coverage of all research variables. The researcher thereafter focuses on the consensus points of global previous research regarding the efficacy of the Pedagogical Content Knowledge (PCK) Model by Shulman (1986), to close the gap between what the teacher knows (content knowledge), how concepts are taught (pedagogy); the learning environment and student characteristics (context). These PCK components are the hallmark of a Competency Based Curriculum. The research design and methodology has been presented, with an explanation of how the PCK Model will guide measurement of teacher effectiveness, as learner outcomes are analysed through standardized norm and criterion referenced tools. The presentation concludes with some recommendations based on literature review. Some of the suggestions touch on how teachers in practice need to continually adapt their instructional techniques through continuous professional development training programmes that are relevant, and which emphasise instilling reflective practice and professional knowledge, not just content knowledge. The researcher has strongly recommended the use of the PCK Model in retooling teachers.

**Key Words:** Pedagogical Content Knowledge, Context, Effective Instructional Strategies, Diverse learner needs, Learner outcomes.

60. **Title:** *Deputy principals as pillars to effective curriculum delivery in kenya. A soft skills assessment in embu county*

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**Abstract**

Deputy Principals are main assistants to the school principal. They guide and inspire teachers within the school by driving positive change and fostering needed growth in students and teachers. This requires a man and woman who is visionary and apt with the 21st century soft skills. Many researchers have focused on Principals as key instructional leaders, thus ignoring a key person, the deputy who is basically the person on the ground. The purpose of this study was to explore Deputy Principals' experiences as key assistants to curriculum instructional leadership. The study sample was 17 deputy principals out of 196 principals in Embu County distributed within the 4 sub-counties. Virtual interview was conducted. The study was purely exploratory qualitative approach founded on Deputy Principals' roles and responsibilities. It was established that effective curriculum require cultural and team work skills that are necessary to enhance positivism and accurate achievement of school objectives. The study was significant to Teachers Service Commission as the main employer of

Teachers in Kenya. Instead of concentrating on TPD module completion, TSC can include the ability to supervise, mentor and provide professional support to other teachers.

Key words: Supervision, Curriculum delivery, instructional leadership, collaboration and team work

61. **Title:** *Exploring the impact of animated videos on students' understanding and retention of mathematics concept in Tanzania*

**Authors:**

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**Abstract**

Technology has transformed mathematics education from traditional teaching to modern teaching. In developed countries, mathematics teachers use animated videos to simplify complicated concepts that were difficult to digest in text presentations. However, in developing countries such as East Africa particularly in Tanzania, it is still the theory that animated videos can improve the conceptual understanding and retention of mathematics. Therefore, this systematic review research study explored how animated videos can improve mathematics learning outcomes so that the adoption becomes more essential for mathematics teachers. The systematic review involved defining the inclusion and exclusion criteria according to the research question, searching for relevant studies, screening and selecting the studies, extracting data and synthesizing the findings. The comprehensive search with relevant keywords and Boolean operators was conducted through Google Scholar, JSTOR, ERIC and ScienceDirect to identify 10 peer-reviewed articles published between 2015 to 2023. Grounded in dual coding theory and multimedia learning theory, the findings from the study confirmed that students who experienced animated videos in their learning, reveal better conceptual understanding, longer-term retention and improved performance compared to those exposed to traditional teaching with written textbooks. However, the study also noted that the effectiveness of animated videos depends on their quality and how they are integrated into strategic teaching. It was concluded that mathematics teachers should use animated videos to complement traditional teaching. In addition to that, the study recommended further research to explore the long-term impacts of the use of animated videos in mathematics teaching.

**Keywords:** Animated videos; Mathematics concept; Understanding; Retention, Impact

62. **Title:** *Crafting Sustainable In-service Teacher Learning Programmes in Tanzania: How does Mentorship Fit in?*

**Author:**

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**Abstract:**

Sub-Saharan African countries are working towards enhancing the quality of education to enhance learning and support socio-economic progress. Sustainable development Goal four underscores the significance of providing thorough and enduring training for teachers in order to enhance their knowledge, skills, and attitudes, thus leading to more meaningful educational achievements for sustainable development (Darling-Hammond, 2017; Lu, 2022). This research was conducted to investigate how mentorship practices in traditional in-service teacher training programs in Tanzania impact teacher education. In-service teacher training programmes are common in most African countries and they give teachers the opportunity to meet external experts in workshops, which would have been impossible with in-house discussions (Hedlund, 2022). The effective guidance of mentors can enable teachers to integrate innovative and sustainable teaching methods obtained from the programmes and provide high-quality education. The research drew on qualitative data collected from 58 participants participated in the School-based in-service teacher training programme in Tanzania. The participants included teachers, heads of schools, tutors, college principals, education coordinators, and quality assurance personnel who took part in individual interviews and focus groups. It was revealed that most teacher training programmes, such as workshops and seminars, did not effectively integrate mentorship. The mentorship only consisted of a follow-up visit and one-day feedback, which did not effectively support teachers after training. It is important to enhance traditional training programmes with effective mentorship to maximize their impact. Since teachers in Tanzania are now required to participate in comprehensive professional development to implement the new curriculum, so it is recommended that training programmes incorporate effective mentorship and that schools create internal mentorship systems to facilitate this.

63. **Title:** Quality Teaching for Sustainable Development: Teacher Educators' Self-Efficacy in Integrating Sustainability

**Authors:**

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**Abstract**

In response to the increasing complexity of the world, education systems must adopt innovative teaching methods to promote sustainable development in the 21st century. This study aims to investigate teacher educators' self-efficacy in integrating elements of sustainability into their teaching through the Future Teacher Education for Sustainable Development (FUTE) professional development program in Tanzania. Guided by Social Cognitive Theory, the study will assess how the FUTE training impacts the preparation of student teachers through revised classroom practices that focus on education for sustainable development. The research seeks to evaluate

changes in self-efficacy, identify effective strategies for integrating education for sustainable development, and explore factors that facilitate or hinder the change process. A mixed-methods approach will be employed, including pre- and post-training surveys, semi-structured interviews, focus groups, and document analysis. Participants will include teacher educators and student teachers from the Dar es Salaam University College of Education (DUCE) involved in the FUTE project, along with facilitators. Anticipated results include increased self-confidence among teacher educators, better incorporation of education for sustainable development elements such as environmental consciousness, gender and social equality, and global citizenship into teaching, and practical insights into overcoming obstacles to ESD implementation. This research underscores the importance of empowering educators with the skills and confidence needed to promote sustainable and harmonious societies. By contributing to the broader discussion on current trends in teaching, learning, and policy, this study aims to highlight the need for integrating sustainable development into initial teacher education curricula.

64. **Title:** *Youth first Kenya 2022 evaluation the impact of school-based resilience programming on social emotional learning Skills for youth in Kenya*

**Authors:**

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**Abstract**

Youth First Kenya (YFK) is a school-based intervention aimed at enhancing social-emotional learning (SEL) skills among Kenyan youth aged 12-15 in junior secondary schools. Developed by WorldBeing and implemented by Basic Needs Basic Rights (BNBR) Kenya, the program trains teachers to conduct weekly resilience sessions for small groups of students. These one-hour sessions, held in groups of 15-20, provide a safe environment for building resilience and improving overall well-being. YFK operates in 1,499 schools across six counties in Kenya, focusing on the impact of SEL on individual well-being and social change. A 2022 evaluation involving student surveys and interviews in six pilot schools showed that YFK participants improved their resilience, confidence in goal setting and problem-solving skills. The study highlights the effectiveness of school-based resilience programs in enhancing key life skills among adolescents and calls for further research to explore their impact on well-being and educational outcomes. The findings suggest that scaling such programs could benefit more youth, contributing to broader social change. These results align with discussions on implementing sustainable education transformation strategies, particularly in prioritizing SEL skills in East Africa.

65. **Title:** *Mental Health in Education: Lessons learned from Basic Needs Champions program for Students in Campus*

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**Abstract:**

The burden of mental health issues predominantly affects young people (2024) (see Mental Health Task Force report), particularly those in university settings, who often remain unaddressed by mainstream mental health programs targeting broader communities. Investing in empowering volunteers to share their lived experiences with mental health challenges can help reach and support affected students through sustainable campaigns. Additionally, by providing training on WHO Quality Rights and Mental Health Well Being to the students, we strengthen referral systems with existing medical facilities within campus to deal with mental health. A study was commissioned to explore the social correlation associated with students' mental health and wellbeing at Kenyatta and Chuka Universities in Kenya. This study employed both qualitative and quantitative data collection methods through baseline and end-line assessments, integrating therapeutic interventions such as psychotherapy, counseling, and psychiatric referrals. The findings highlighted the significance of understanding social determinants in the development of effective mental health support services within university environments. By addressing these correlates, the study emphasizes the need for targeted strategies to improve mental health outcomes for students, ensuring they receive the necessary support and resources. Furthermore, we present two main lessons learnt from these programs. First, it is easy to influence attitudes and behaviour change through lived experience of mental health challenges. Secondly, when young people are empowered to speak about mental health challenges, they can take the lead in influencing their friends and circles in all aspects of their community, including schools.

66. **Title:** *Effectiveness of ICT Integration in Enhancing Story Grammar Achievement among Secondary School Learners with Hearing Impairment in Selected Counties, Kenya.*

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**Abstract:**

Despite research showing countries which have integrated ICT in learning/teaching having witnessed performance improvement in different learning areas, data has revealed continued dismal performance in English among learners with HI in Kenya. Consequently, using a quasi-experimental research design merged with descriptive survey design, the researcher examined the effectiveness of ICT integration in enhancing story grammar achievement among secondary school learners with hearing impairment in the counties of Tharaka Nithi and Embu in Kenya. This study was guided by the Technological Pedagogical Content Knowledge (TPACK) theory. Purposively, a secondary school for learners with HI was picked from each of the counties. All learners (40), 2 teachers teaching English and the principals from the two sampled schools were used as the sample size. Learners were presented with a Students Story Grammar Achievement Test (SSGAT) for pre and posttest. Further, questionnaires were used to gather more data from both the learners and the teachers of English while principals were engaged in an open ended interview. The study

findings revealed that ICT integration enhances story grammar achievement ( $t = 2.415$ ,  $p = 0.0180$ ) among secondary school learners with hearing impairment. The researcher suggests monitoring of 2021 ICT policy on education and training implementation, educating teacher trainees on technology integration, reviewing school strategic plans, and digitalizing story grammar resources for learners with HI.

**Keywords:** Story Grammar, ICT Integration, Instructional Pedagogies

67. **Title:** *Enhancing University Students' Soft Skills Using Quality Assurance Practices and Strategies*

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**Abstract:**

This paper examines the practices and strategies used by Internal Quality Assurance (IQA) of the Higher Education Institutions (HEIs) in fostering soft skills among university students in Tanzania. The qualitative research approach using Mult case study design guided the study. The data for this study was collected from thirty-nine (39) participants. The study participants were obtained through purposive and convenient sampling. Through interviews, focus group discussions and document review both primary and secondary data were collected. The collected data were subjected to thematic and content analysis to generate the research findings. The findings revealed a variety of quality assurance strategies to improve university students' soft skills. These strategies consist of developing and reviewing curricula, long-term experiential learning, providing feedback and assessments, and developing academic personnel. However, enhancement of soft skills among university students in HEIs was limited. This was due to the nature of most academic programmes in HEIs, which focus on imparting subject-matter knowledge. There were also pedagogical limitations, an industry-academia disconnect, issues with student motivation, and resource constraints. It is recommended that there is a need for a complete strategy for developing soft skills to be implemented by HEIs. It is important to involve investing in the faculty development. HEIs should also create reliable feedback and assessment mechanisms. Additionally, HEIs should routinely review and update their courses. Moreover, it is necessary for HEIs to encourage a culture that appreciates and encourages the development of soft skills and strengthen industry-academia collaboration.

**Keywords:** Soft skills, quality assurance, quality assurance practices, assessment strategies

68. **Title:** *Socio-Emotional Disposition's Mediation in Technical Skills and Graduate Employability – South-Western Uganda*

**Authors:**

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## Abstract

Despite possessing technical skills, many hospitality graduates in Southwestern Uganda struggle to secure employment. This suggests a possible deficiency in their socio-emotional abilities. The study investigated the mediating effect of socio-emotional disposition in the relationship between technical skills and graduate employability. The research design employed in this study was the cross-sectional quantitative research method with a population of 640 graduates and a sample size of 400 was established for hospitality graduates based on Krejcie and Morgan's (1970) table. The data was collected employing questionnaires and the data analysis was done by SPSS V. 23 and Smart PLS V 4. The results revealed that the technical skills and socio-emotional disposition of graduates have significant direct effects on the graduates' employability, with path coefficients of ( $\beta = 0.348$ ,  $p < 0.001$ ) for technical skills and ( $\beta = 0.716$ ,  $p < 0.001$ ) for socio-emotional disposition. Sensitively, socio-emotional disposition was also reported to mediate the link between technical skill and employability ( $\beta = 0.438$ ,  $p < 0.001$ ). Thus, socio-emotional disposition increases the level of readiness for employment. The study indicates technical competencies are mandatory prerequisites to getting a job in the hospitality industry; socio-emotional competencies enhance these results. The study recommended that carrying out tracer studies and skills audits, mentorship schemes, certification of future graduates, creating a strong linkage between higher educational institutions (HEIs) and the hospitality sector, and authorities should take into account the programs that encourage socio-emotional enhancement appropriate to the needs of the sector.

**Keywords:** graduate employability, technical skills, socio-emotional disposition, and hospitality graduates.

69. **Title:** *Abstinence among High School Students across Selected Demographic Factors*

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## Abstract

The present study sought to ascertain the levels of abstinence among students across selected demographic factors. The survey design was used with a sample of 147 teacher-counsellors and 1368 students selected using stratified sampling from 53 public secondary schools in Kisumu East Sub-County. Data was ethically collected using five-point Likert scale questionnaires from students and teacher-counsellors who were selected using proportionate stratified random and saturated sampling respectively. The questionnaires were ascertained for face validity and reliability ( $\alpha = .9354$  and  $\alpha = .8812$  for teachers and students respectively). Data was analyzed descriptively and inferentially using frequency counts and chi-square test respectively, across gender, types of school, and location of school. The findings of this study revealed that abstinence was the modal sexual behavior among students at 68.5%. Moreover, a higher percentage of girls abstained than boys, girls' schools students had higher levels of abstinence than boys' schools, and levels of abstinence were higher in rural schools than in urban schools. However, chi-square analysis showed that none of these differences had a significant association with students' abstinence behavior. The

study concluded that a substantial portion of the student population reported that they were practicing abstinence, however, the teacher-counsellors' perceptions of abstinence levels among students were less optimistic. Moreover, although there were high frequency counts on the demographic factors, chi-square analysis indicated no significant associations. The study recommends more studies to be done on the discrepancy between teachers' expectations and their promotion of abstinence among the students.

70. **Title:** *Determination of Flaws in Solomon-IV Pre-Post Design in Experimental Studies: A Treatment of Measurement and Evaluation Teacher Made Objective Items*

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**Abstract:**

Research design helps give direction, proper monitoring and provide framework for effective execution of a carefully planned study. The primary objective of this work is to identify prevalent pitfalls in Solomon-IV Pre-Post Design Usage in Experimental Studies: A Treatment of Measurement and Evaluation Teacher Made Objective Items. The study adopted true experimental research design type since it would allow for randomization of participants into groups. Students in tertiary institutions in Edo State formed population of the study as sample of 120 undergraduates selected across four tertiary institutions in same state. Purposive sampling technique was used in the selection of participants into four groups of experimental and control. Self-Structured Educational Measurement and Evaluation Multiple Choice Item was used to generate data with the aid of table of specification. Content and construct validity was achieved by two experts in Educational M&E. Internal consistency of scale was undertaken as "R"-value of 0.894 was obtained. Analysis of Covariance was used to analyse data and tested at 0.05 significant level. The study revealed that there was a significant difference in the performance of students in the experimental and control groups as the differential is subject to a function of well administered treatment condition. It concluded that no design type is free from variance as its variation will always be traced to either entry point or outcome level. The study recommended among others that more academic trainings on pitfalls in research designs be organized for academics in other to update their dexterity in design use.

Keywords: Solomon IV Design, Flaws, Experimental Studies, Treatment, Measurement and Evaluation Teacher Made Objective Items

71. **Title:** *ICT-supported flipped learning model in promoting Collaborative learning skills among Pre-service teachers in Tanzania*

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**Abstract**

The study explores the tutors' perceptions on the use of ICT-based flipped classroom model on enhancing pre-service teachers' collaborative learning skills. The study employed qualitative research approach with phenomenological research design. Data were collected from 32 participants (tutors and pre-service teachers) through in-depth interviews and focus group discussions. Inductive thematic analysis guided the data analysis where categories and themes were developed. The findings indicated that tutors perceived benefits on using ICT-supported flipped classroom model to promote collaborative learning skills in real-time classroom include developing interactive skills, problem solving skills, subject-content mastery, self-directed learning skills and time saving. However, tutors established various challenges on the use of ICT-supported flipped classroom model including limited access to technological devices, competence in using ICT tools, pre-service teachers' accountability, internet bundle and reluctance to change. This indicates that despite tutors' positive attitude towards ICT-based flipped classroom model its implementation is not effective as resulted by the aforementioned challenges. The study recommends that tutors in teacher training colleges be equipped with the necessary skills to use the ICT-supported flipped classroom model through ongoing workshops, training, and seminar sessions. Further, the provision of zero-rated internet and tablets to the pre-service teachers is necessary to effectively implement the ICT-supported flipped classroom model in promoting collaborative skills.

**Keywords:** ICT-supported flipped classroom model, Collaborative learning skills, Pre-service teachers

72. **Title:** *Mediating role of self-efficacy in the relationship between mental health problems and distance learners' academic performance*

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**Abstract**

This study explored the mediating role of self-efficacy in the relationship between mental health problems and academic performance among undergraduate distance learners. A sample of 510 distance learners from 20 study centres within the College of Distance Education of the University of Cape Coast was conveniently selected. Utilising a descriptive cross-sectional survey design, preliminary data analysis was conducted using descriptive statistics, followed by independent sample t-tests, multivariate analysis, and partial least squares structural equation modelling (PLS-SEM) for the main analysis. The findings indicated a statistically significant difference between mental health problems (depression, anxiety, stress) and academic performance. Multivariate analysis revealed significant differences between learners with and without mental health problems on a combined measure of academic

performance and self-efficacy. Furthermore, self-efficacy was found to partially mediate the relationship between mental health problems and academic performance. From the findings a recommendation is made to the University management to integrate mental health education into the distance education curriculum to enhance students' awareness and management of mental health issues. Additionally, the university counsellors should collaborate with public health providers to provide regular seminars or lectures on mental health awareness, and self-management programmes for distance learners of the University.

**Keywords:** Anxiety; Depression; Mental health; Self-Efficacy; Stress; Academic performance

73. **Title:** *Integrating Socio-Emotional Learning in Kenya's Competency-Based Curriculum: Building School and Community Partnerships for 21<sup>st</sup> Century Learners*

**Authors;**

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**Abstract**

We used a mixed-methods approach to analyse the current landscape of socio-emotional learning (SEL) practices in Kenyan schools to identify barriers, gaps and opportunities to implementing SEL in Kenyan education. Specifically, we conducted i) a systematic review on social emotional interventions, ii) policy analysis on SEL within Kenya's education system iii) mixed-methods survey among 205 parents and 210 teachers from 10 counties; and iv) three policy dialogues.

From our study, we established that integrating SEL to the learning curriculum helped learners cultivate essential life skills and improved students' well-being and academic performance. The study highlighted the importance of collaboration between schools and communities to capitalise on existing cultural assets to support competency-based curriculum (CBC) and build capacity to promote SEL-related competencies. Moreover, the study identified continuous professional development for teachers as a policy gap that affects implementation of SEL.

Our research findings advocate for 4 main actions: First, there is need for a systemic approach to embedding SEL in the CBC to help learners thrive in the complex world with necessary skill. Secondly, partnerships must be enhanced, and pathways created between schools and communities. Thirdly, policy development needs to further focus on integrating SEL into teacher training and curriculum design with a clear policy implementation framework. Lastly, both learners and educators need psychosocial support to help them navigate emerging needs and challenges in the learning environment.

**Keywords:** Competency-Based Curriculum, Socio-Emotional Learning, 21st Century Skills, Educational Leadership, Holistic Development, Sustainable Development

74. **Title:** *Influence of school managers' and teachers' professional development on teacher's job performance in secondary school in Ijebu east senatorial district, Ogun state*

**Authors:**

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**Abstract**

The study examined school managers' and teachers' professional development on teachers job performance in Secondary school in Ijebu East Senatorial District. Recent challenges in the educational system of Nigeria have necessitated the need for teacher's in secondary school to have regular access to professional development programmes. The study adopted descriptive survey research design. The population of the study was 3890 teachers of Secondary school. Three hundred and ten respondents were randomly selected to represent the sample. The instrument titled "Teachers Questionnaire on Influence of School Managers and Teachers Professional Development on Teachers Job Performance (TQISMTPDJP)" with a reliability coefficient of 0.87 was used for data collection and data were analysed with simple percentage and Pearson Product Moment Correlation at 0.05 level of significance. The results of the study showed that there was a significant influence of school managers on teachers professional development. The findings also revealed the inadequacy of school manager's to adequately cater for teachers professional development. Finally, the result showed there was a significant influence of professional development training on teachers job performance. The study concluded that school manager's have influence on teachers development programmes. Therefore, the study recommended that more avenue for professional development of teachers should be explored. It was also recommended that teachers should be encouraged to go for professional development programmes.

**Keywords:** Challenges, professional development, school managers, teachers job performance

75. **Title:** *Contextual challenges limiting Muslim girls' access to education in North-East Nigeria*

**Authors:**

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**Abstract**

Clearly, the Nigeria's National Policy on Education states that equal access to quality education is a right for all Nigerian children regardless of gender, religion or disability. It is also clear that inclusive education as a policy is stated in Nigeria's national policy on education. Paradoxically however, Muslim girls in North-East are more likely to be left out of school or to receive a sub-standard education due to contextual barriers. Specifically, this paper argues that access to education for Muslim girls in North-East remains restricted or rather significantly limited due to numerous contextual

challenges/barriers including religious, cultural, economic, and institutional among others. The purpose of this paper was to highlight the importance of Girls' Education in Islam (given the fact that Islam encourages both men and women to learn and seek any knowledge) while at the same time examining key challenges such as gender-based discrimination, social norms, early marriages, security concerns, and inadequate infrastructure that seem to restrain or restrict Muslim girl's full access to education in North-East. Drawing on existing literature, the paper explore how the complex interplay of these factors contributes in hindering educational opportunities for Muslim girls in North-East Nigeria and its implications for not only inclusive education, but social/ and economic development. Finally, the paper suggests a number of recommendations to inform policies aimed at minimizing the complex barriers limiting Muslim girl's access to inclusive quality education in North-East Nigeria.

## CONFERENCE PROGRAMME

THE 10<sup>TH</sup> INTERNATIONAL ANNUAL SCHOOL OF EDUCATION AND LIFELONG LEARNING CONFERENCE 2024

3<sup>RD</sup>– 4<sup>TH</sup> OCTOBER 2024

MODE OF PARTICIPATION: VIRTUAL

Link for the Conference: [The 10th International Annual Conference, 2024 \(Sch. of Education & Lifelong Learning\)](#)

CONFERENCE THEME: “Re-orienting Education to the 21<sup>st</sup> Century Demands for Sustainable Development.”

### THEMATIC AREAS

1. Competency-Based Curriculum: Theory and Practice.
2. Technology and Education.
3. Teacher Education and professional development.
4. Industry Linkages and Partnerships in Education
5. Educational Leadership and Management.
6. Gender, Inclusivity and Quality in Education.
7. Financing in Education.
8. Mental Health in Education

DAY 1: THURSDAY 3<sup>RD</sup> OCTOBER 2024

**Session Rapporteur:** *Dr. Peter Mwaura – Lecturer, School of Education and Lifelong Learning*

**Session Chair:** *Dr. Hamisi Babusa – Head, Teaching Programmes*

<b>TIME (EAT)</b>	<b>ACTIVITY</b>	<b>ACTION BY</b>
8:00 – 8:55	<b>Participants Log-in</b>	<b>ICT Team</b>
8:55– 9:00	<b>Prayer</b>	<b>Dr. Peter Gitonga</b> Lecturer, Department of Educational Foundation
9:00 – 9:05	<b>Welcoming Remarks</b>	<b>Dr. Martin Ogola</b> Chairperson of the Conference Committee
9:05– 9:15	<b>Brief Remarks</b>	<b>Prof. Samson Ondigi</b> Executive Dean School of Education and Lifelong Learning, Kenyatta University - Nairobi Kenya
9:15 – 9:30	<b>Brief Remarks</b>	<b>Mr. Mamadou Lamine Sow</b> Chief of Education/Senior Programme Specialist, UNESCO Multisectoral Regional Office for Eastern Africa in Nairobi, Kenya
9:30 – 9:40	<b>Brief Remarks and Invites the VC</b>	<b>Prof. Caroline L. Thoruwa</b> Ag. Deputy Vice-Chancellor (Research, Innovation & Outreach), Kenyatta University-Nairobi Kenya
9:40– 10:00	<b>Remarks and Invites the Chief Guest</b>	<b>Prof. Waceke Wanjohi, Ph.D., FRSB, FKNAS</b> Ag. Vice-Chancellor, Kenyatta University

10:00 – 10:30	<b>Address and Official Opening of the Conference</b>	<b>Dr. David Njengere, MBS</b> Chief Executive Officer, Kenya National Examinations Council
10:30 – 11:00	<b>Presentation</b>	<b>Ms. Alice Kamau</b> Country Director, Childfund Kenya
11:00 – 11:05	<b>Vote of Thanks</b>	<b>Dr. Nelly Otube</b> Deputy Executive Dean, School of Education and Lifelong Learning - Kenyatta University
11:05 – 11:10	<b>Announcements</b>	<b>Dr. Martin Ogola</b> Chairperson of the Conference Committee

11:10-11:40 **HEALTH BREAK**

<b>PARALLEL SESSIONS (11.40- 13.10)</b>			
<b>LABEL</b>	<b>BREAK OUT - A THEME</b> Competency based curriculum: Theory and Practice	<b>BREAK OUT - B THEME</b> Competency based Curriculum: Theory and practice	<b>BREAK OUT - C THEME</b> Technology and Education
<b>Session Chair</b>	<b>Dr. Njihia Mukirae</b>	<b>Dr. Damaris Kariuki</b>	<b>Dr. Charles Magoma</b>
<b>Rapporteurs</b>	<b>Dr. Francis Mwangi</b>	<b>Mr. Richard Gakime</b>	<b>Dr. Clifford Owino</b>
<b>E. AFRICAN TIME</b>	<b>AUTHOR &amp; TITLE</b>	<b>AUTHOR &amp; TITLE</b>	<b>AUTHOR &amp; TITLE</b>

<p>11.40 – 11.55</p>	<p><b>David Katende</b> Mountains of the Moon University, Faculty of Education, Fort Portal, Uganda</p> <p>Title: <b>Reimagining Advanced-Level Secondary Education in Uganda: Leveraging Global Competence- Based Curriculum Models to Address Local Challenges</b></p>	<p><b>Wesley Onsongo, Anil Khamis (PhD) &amp; Amina Abubakar (PhD)</b> The Aga Khan University Institute for Educational Development</p> <p>Title: Integrating Socio-Emotional Learning in Kenya’s Competency-Based Curriculum: Building School and Community Partnerships for 21st Century Learners</p>	<p><b>Celestine Achieng Otieno</b> Kenyatta University</p> <p>Title: Public primary schools’ readiness in digital literacy integration for development of learners’ digital skills in Homabay County, Kenya</p>
<p>11.55-12.10</p>	<p><b>Mary Otieno (PhD) &amp; Nina Berman (PhD)</b> Kenyatta University and, Arizona State University, United States</p> <p>Title: Integrating Kenyan Creatives in the Sports and Arts Tracks in the Competency-Based Curriculum</p>	<p><b>Jeremiah Wanjau Ileri (PhD), Ong’ang’a Hudson Ouko (PhD), &amp; Maureen Mweru (PhD)</b> Kenyatta University</p> <p>Title: Competency-Based Curriculum Implementation Dilemma: A Case of Embu County, Kenya" Competency- Based Curriculum: Theory and Practice</p>	<p><b>Vicky Mrosso, Placidus Ndibalema &amp; Abdon Ephrem</b> The University of Dodoma (UDOM), Dodoma, United Republic of Tanzania</p> <p>Title: ICT-supported flipped learning model in promoting Collaborative learning skills among Pre-service teachers in Tanzania</p>

<p><b>12.10 – 12.25</b></p>	<p><b>Michael Bedson Msendekwa</b> Local Government Training Institute- Dodoma, Tanzania</p> <p><b>Title:</b> Pedagogical Reform in Tanzania: Issues Raised When Adopting a Learner- Centered Instructional Approach for Implementing the Competency-Based Curriculum of the Tanzanian Primary School</p>	<p><b>Charles M. Magoma (PhD) &amp; Mary Mbii</b> Kenyatta University</p> <p><b>Title:</b> Community Service Learning (CSL) and Expected Outcomes: The Kenyan Scenario</p>	<p><b>Chima K. Chima</b> Department of Fine and Applied Arts Ebonyi State College of Education, Ikwo</p> <p><b>Title:</b> The Imperative of Technology in Education: A Review of Nigerian Basic and Post-Basic Education</p>
<p><b>12.25 – 12.40</b></p>	<p><b>Mugera Eric</b> Moi University, Eldoret, Kenya.</p> <p><b>Title:</b> Diminishing teacher pedagogical competence in the implementation of Competency based Curriculum</p>	<p><b>Anthony Muriithi Ileri(PhD), Cecilia Nyambura Mwangi (PhD) &amp; Elizabeth Wanjiku Mwaniki (PhD)</b> Kenyatta University</p> <p><b>Title:</b> Students’ Voices in Competence- Based Assessments (CBA) at the University Level: Implications for Theory, Practice, and Policy</p>	<p><b>Juliet Mbithe Ngala</b> Independent Researcher.</p> <p><b>Title:</b> Technology and Education.</p>
<p><b>12.40-12.55</b></p>	<p><b>David Onen</b> Makerere University</p> <p><b>Title:</b> Challenges and Coping Strategies of Secondary School Teachers in Implementing Uganda’s Competence-</p>	<p><b>Kiplagat Paul (PhD)</b> Jaramogi Oginga Odinga University of Science &amp; Technology (JOUST)</p> <p><b>Title:</b> Harnessing Hidden Curriculum: A Competitive Teaching and Learning</p>	<p><b>Dr. OdutuyI, Musili Olubu (PhD)</b> Department of Curriculum and Instruction, School of Education, Adeyemi College of Education</p> <p><b>Title:</b></p>

	Based Curriculum: The Case of Schools in Gulu District	Strategy for Sustainable Development in Kenya	Integrating Sustainability into the Senior Secondary School Chemistry Curriculum in Nigeria through Green Chemistry
12.55-13.10	<p><b>Brian Bolo</b> HEPs Education Project Officer</p> <p><b>Title:</b> Competency-based curriculum: Theory and practice</p>	<p><b>Peter N. Muchanje (PhD)</b> Kenyatta University</p> <p><b>Title:</b> Deputy Principals as Pillars to Effective Curriculum Delivery in Kenya. A Soft Skills Assessment in Embu County</p>	
13.10-13.30	PLENARY		
13.30 - 1.00	LUNCH BREAK		
	PARALLEL SESSION		
<b>LABEL</b>	<b>BREAK OUT - A</b> Competency based curriculum	<b>BREAK OUT - B</b> Leadership, Financing. Sustainable development	<b>BREAK OUT – C</b> Technology and education
Session Chairpersons	Dr. David Kariuki	Dr. Doyne Mugambi	Dr Rubai Mandela
Rapporteurs	Dr. Damaris Shihundu	Dr. Josephine Mutua	Dr. Nancy Mayoyo

E. AFRICAN TIME	AUTHOR & TITLE	AUTHOR & TITLE	AUTHOR & TITLE
14.00-14.15	<p><b>Gilbert Kipkoech, Jackline Nyerere (PhD), Purity Muthima (PhD) and Janet Okoko (PhD)</b> Kenyatta University</p> <p><b>Title:</b> Public Vocational Training Centres' Readiness for Uptake of Competency Based Training in Nakuru County, Kenya and Saskatchewan Polytechnic, Canada</p>	<p><b>Emmanuel Acidri Bileti (PhD), Joseph Rwothumio (PhD), Harriet Kebirungi (PhD) &amp; Stephen Ndawula (PhD)</b> Kyambogo University, School of Education</p> <p><b>Title:</b> Physical Infrastructure Management and Implementation of Science Curriculum in Public Universities in Northern Uganda</p>	<p><b>Beatrice A Mbune, S.N Waweru (PhD) &amp; F. W Njuguna(PhD)</b> Kenyatta University</p> <p><b>Title:</b> Inspiration motivation behaviour of principals on teachers integrating information communication technology in teaching and learning in Kenyan public schools.</p>
14.15- 14.30	<p><b>John Y Musila, Dr Eliabeth Katam(PhD) and Dr Ephantus Kaugi (PhD)</b> Kenyatta University</p> <p><b>Title:</b> Analysis of instructional strategies used in implementing life skills curriculum in mixed day public secondary schools in Kiambu county, Kenya.</p>	<p><b>Muneza Patrick</b> Kabale University (Uganda)</p> <p><b>Title:</b> Assessing the Role of School Managers on Environmental Conservation Among Secondary School Learners in Gasabo District, Rwanda</p>	<p><b>Chima Agwuama Okporie</b> Ebonyi State College Of Education, Ikwo</p> <p><b>Title:</b> Harnessing the full potentials of telecommunications for teaching and learning in education</p>
14.30-14.45	<p><b>Dr. Jane Kamau Mumbi(PhD)</b> Catholic University of Eastern Africa</p>	<p><b>Leonard Mwangangi(PhD)<sup>1</sup>, Purity Ngure(PhD)<sup>2</sup>, Samson Ondigi(Prof.)<sup>3</sup> &amp; Adelheid</b></p>	<p><b>Gladys Ngao(PhD) and Larry Nzau</b> Kenyatta University</p>

	<p><b>Title:</b> Schools' initiatives towards investing in parents' awareness on their role in successful implementation of CBC in Kenya</p>	<p><b>Bwire(PhD)<sup>4</sup></b> Kenyatta University <sup>1,3&amp;4</sup> &amp; Muranga Teachers Training College<sup>2</sup></p> <p><b>Title:</b> Income Generating Projects, Opportunities and Lessons Towards Funding Education and Developing Learners' Self-Reliance: The Case of Murang'a Teachers Training College</p>	<p><b>Title:</b> Technology and Education: Wins and Losses across Generations.</p>
14.45-15.00	<p><b>Mrs. Olivia Serwaa Opare</b> Science Education Unit - Ghana Education Service</p> <p><b>Title:</b> Empowering Global Stem Education: A Comprehensive Approach to Competence-Based Learning, Teacher and Learner Factors</p>	<p><b>David Kariuki(PhD)</b> Kenyatta University</p> <p><b>Title:</b> Application of international academic accommodations to enhance inclusivity at public and private universities in Kenya.</p>	<p><b>Samuel Muthomi Rwaimba</b> Kenyatta University</p> <p><b>Title:</b> Effect of ICT Integration in Enhancing Story Grammar Achievement among Secondary School Learners with Hearing Impairment in Selected Counties, Kenya</p>
15.00-15.15	<p><b>Fridah Kiambati &amp; Nelson Muhia</b> Human Development Theme, African Population and Health Research Center, Nairobi, Kenya.</p> <p><b>Title:</b> Implementation of Competency-based Curriculum in Kenya: Successes, Challenges and Lessons Learnt</p>	<p><b>Anil Khamis (PhD)</b> The Aga Khan University</p> <p><b>Title:</b> A Holistic Approach to the Sustainable Development Goals</p>	<p><b>Christine Akello</b> Education Programmes Officer/Global e-Schools and Communities-GeSCI</p> <p><b>Title:</b> Global E-Schools and Communities Initiative - GESCI's African Digital Schools Initiative ADSI</p>
15.30-15.45	<p><b>Jack Otieno Okura &amp; Anil Khamis,</b></p>	<p><b>Livingstone Ocharo</b></p>	<p><b>Damaris K. Wambua, Evah Njeru &amp;</b></p>

	<p><b>(PhD)</b> The Aga Khan University Institute for Educational Development</p> <p><b>Title:</b> Bridging the Gap between Theory and Practice: Evaluating the Competency-Based Curriculum implementation in STEM Education in Nyando Constituency</p>	<p>Kenyatta University</p> <p><b>Title:</b> Parental involvement in pupils' learning and its influence on performance in Kenya Certificate of Primary Education in public schools, Nyamira County</p>	<p><b>Catherine Gakii Murungi (PhD)</b> ChildFund, Kenyatta University</p> <p><b>Title:</b> Transforming learning through harnessing technology for increased access to equitable digital learning opportunities in three counties in Kenya.</p>
15.45-16.00	<p><b>Florence Kisirkoi</b> Maasai Mara University</p> <p><b>Title:</b> Preparation of student teachers for implementation of competency -based curriculum in Kenya</p>	<p><b>Olendo Rosemary, A.</b> Kenyatta University</p> <p><b>Title</b> Financing higher education through privatization and its psycho-social implications to students: A case study of Kenya</p>	<p><b>Regina Fumbuka &amp; Anil Khamis (PhD)</b> The Aga Khan University- Institute for Human Development</p> <p><b>Title:</b> Exploring the impact of animated videos on students' understanding and retention of mathematics concept</p>
16.00-16.30		<b>DISCUSSIONS</b>	
16.30 -17.00		PLENARY	

**CONFERENCE DAY 2 : FRIDAY 4<sup>TH</sup> OCTOBER 2024**

E. AFRICAN TIME	ACTIVITY	FACILITATOR
08.00-08.30	<b>LOG IN VIRTUAL AND REGISTRATION OF PARTICIPANTS</b>	<b>Session Chairperson</b> Dr. Mary Otieno
8.30-8.40	<b><u>PRAYERS</u></b> <b>Dr. Josephine Mutua</b> <i>Kenyatta University</i>	
08:40 - 9.00	<b><u>BRIEF REMARKS</u></b>  <b>Prof. Samson Ondigi</b>  <i>Executive Dean School of Education and Lifelong Learning, Kenyatta University -Nairobi Kenya</i>	
09.00 – 9.20	<b><u>GUEST SPEAKER</u></b> <b>Prof. Kisilu Kitainge</b> <i>Chief Executive Officer,</i> <i>TVET Curriculum Development Assessment and Certification Council</i>	
09.20 – 9.40	Regina Fumbuka <i>The Aga Khan University Institute of Educational Development</i>  <b>A showcase presentation related to technology and mathematics education</b>	
09.40 – 10.00	<b>DISCUSSIONS</b>	
10.00- 10.30	<b>HEALTH BREAK</b>	
<b>PARALLEL SESSIONS</b>		

<b>Label</b>	<b>BREAK OUT - A THEME: Gender, Inclusivity and Quality in Education</b>	<b>BREAK OUT- B THEME: Teacher Education and Professional Development</b>	<b>BREAK OUT – C THEME: Mental health</b>
<b>Session Chairpersons</b>	<b>Dr. Lubna Mazrui Co-Chair: Dr. Ogogo Joyce</b>	<b>Dr. Syprine Oyoo</b>	<b>Dr. Hudson Ouko</b>
<b>Rapporteurs</b>	<b>Dr. Peter Gitonga</b>	<b>Dr. Hamisi Babusa</b>	<b>Sylvia Byarugaba Tushabe</b>
<b>E. AFRICAN TIME</b>	<b>AUTHOR &amp; TITLE</b>	<b>AUTHOR &amp; TITLE</b>	<b>AUTHOR &amp; TITLE</b>
<b>10.30 -10.45</b>	<b>Leila Mtwewe &amp; Asia Rubeba</b> The University of Dodoma  <b>Title:</b> Differentiated Instruction: Barriers Towards Teachers Application of DI In Teaching Mathematics in Inclusive Classroom in Secondary Schools: A Case of Ludewa District	<b>Geofrey Shahanga and Momole Kasambala</b> Tanzania Institute of Accountancy  <b>Title:</b> Student Teachers Involvement in College Evaluation: UCHUKI Model and Its Impact on the Quality of Teacher Education in Tanzania.	<b>Joseph Rwothumio, Shallon Amutuhaire, Wilson Mugizi &amp; Joshua Kimata Kato</b> Kyambogo University  <b>Title:</b> Organisational Justice and Psychological Well-Being of Teachers in Government- Aided Secondary Schools in Nakawa Division, Kampala Capital City Authority, Uganda
<b>10.45- 11.00</b>	<b>Clifford Otieno Owino (PhD) &amp; Susan Data Wandera</b> Kenyatta University and Daystar University	<b>YONLONFOUN, Veronica Ebum and IMOH, Simon Iruoghene</b> Tai Solarin University of Education, Ljagun, Ogun State	<b>Ogunleye, Tolu (PhD)</b> Tai Solarin University of Education, Ljagun, Ogun State

	<p><b>Title:</b> Teachers' Use of Assistive Technology to Implement Inclusive Education among Pre-Primary Learners with Visual Impairments in Kenya</p>	<p><b>Title:</b> Influence of school managers' and teachers' professional development on teacher's job performance in secondary school in Ijebu East senatorial district, Ogun state</p>	<p><b>Title:</b> Influence of mental health literacy and stigmatization on help seeking behaviour of university undergraduates in Ogun State, Nigeria.</p>
11.00 -11.15	<p><b>Dudzile Nkomo,(PhD) Buyisani Dube (PhD) &amp; Joseph Habulezi (PhD)</b> Ba Isago University, Botswana</p> <p><b>Title:</b> Exploring trends and issues in the implementation of remedial education: A case of Gwanda District Secondary Schools, Zimbabwe</p>	<p><b>Miracle Uzochukwu Okafor<sup>1</sup> &amp; Amina A. Juma<sup>2</sup></b> Southwest University, China<sup>1</sup> and Dodoma University, Tanzania<sup>2</sup></p> <p><b>Title:</b> The Role of Teacher Professional Development in Managing Learning Crisis in Nigerian Primary Schools.</p>	<p><b>Vera Arhin (PhD)</b> University of Cape Coast</p> <p><b>Title:</b> Mediating role of self-efficacy in the relationship between mental health problems and distance learners' academic performance</p>
11.15-11.30	<p><b>Agnes Pakombwele (PhD) &amp; Mahoso (PhD)</b> <b>Title:</b> 21st Century Pedagogies for Sustainable development in early childhood classrooms of Zimbabwe</p>	<p><b>Rehema Mwakabenga (PhD) &amp; Janeth Elias Kalinga (PhD)</b> Dar es salaam University College of Education</p> <p><b>Title:</b> Quality Teaching for Sustainable Development: Teacher Educators' Self-Efficacy in Integrating Sustainability</p>	<p><b>Nancy Mayoyo, (PhD) Jackton Ogeno ( PhD) &amp; Francis Likoye( PhD)</b> Kenyatta University</p> <p><b>Title:</b> The correlation between Cyber Dating Abuse and academic engagement of undergraduate students in selected universities in Nairobi City County, Kenya</p>
11.30-11.55	<p><b>Joyce Kinyua (PhD) &amp; Jared O Motanya (PhD)</b></p>	<p><b>Rehema Japhet Mwakabenga (PhD)</b> Dar es salaam University College of</p>	<p><b>Dimpho Kgakgamatso Oganetse (PhD)</b></p>

	Karatina University  <b>Title:</b> Family Perception on Children with Special Needs in Pursuit of Education in Isiolo County Kenya	Education  <b>Title:</b> Crafting Sustainable In-service Teacher Learning Programmes in Tanzania: How does Mentorship Fit in?	Independent Researcher  <b>Title:</b> Mental Health Support Systems for Open and Distance Learning: Accessibility and Effectiveness
11.45-12.00	<b>Oyoo Syprine (PhD) &amp; Ogogo Joyce (PhD)</b> Kenyatta University  <b>Title:</b> Knowledge of Learning Dyslexia among Primary School Teachers: A case of Kenyatta University Primary school in Nairobi City County, Kenya.	<b>HM. Ouko(PhD), Prof. S. Onywere (Prof) &amp; Teresa Mwoma (PhD)</b> Kenyatta University  <b>Title:</b> Reflecting on teacher education and professional development :review of content and pedagogical competencies in teacher-training in the 21st century	<b>Rosemary Gathara &amp; Julian Onyango</b> Basic Needs Rights  <b>Title:</b> Mental health in education Lessons learned from basic needs champions program integrating lived experience in mental health well-being for students in campus
12.00-12.30	<b>DISCUSSION</b>		
<b>Session Chair:</b>	<b>Dr. Olivia Opere</b>	<b>Dr. Anthony Johnson Njoroge</b>	<b>Dr. Esther Waithaka</b>
<b>Rapporteur</b>	<b>Dr. James Oluoch</b>	<b>Dr. Daniel Oketch</b>	<b>Dr. Gladys Ngao</b>
12.30-12.45	<b>Yusuf Bakari, Muhammad Adamu, Nafisa Tasiu (PhD)</b> Federal College of Education Yola  <b>Title:</b> Contextual Challenges Limiting Muslim Girls' Access to Education in North-East Nigeria	<b>Olivia Opere, (PhD)<sup>1</sup>, Nelly Machu<sup>2</sup>, Sanjane Ambegoda<sup>3</sup>, Francisco Vila<sup>4</sup>, Eleonora Mura<sup>5</sup>, Mary Kangethe<sup>6</sup>, Maria Lucia Uribe<sup>7</sup></b>  <sup>1</sup> Ministry of Education, Kenyatta University, <sup>2</sup> Kenya Institute for Curriculum Development (KICD), nmachu@kicd.ac.ke, <sup>3</sup> Arigatou	<b>Rosemary Gathara<sup>1</sup>, Jefferson Ponde<sup>2</sup> &amp; Peter L. Cooper<sup>3</sup></b> Basic needs basic rights Kenya <sup>1&amp;2</sup> & Worldbeing <sup>3</sup>  <b>Title:</b> Youth first Kenya 2022 evaluation The impact of school-based resilience

		International Geneva, <sup>4</sup> Arigatou International Geneva, <sup>5</sup> Arigatou International Geneva, <sup>6</sup> Kenya National Commission for UNESCO (KNATCOM), <sup>7</sup> Arigatou International Geneva,  <b>Title:</b> Transformative Approach to Integrating Ethics Education into Teacher Training for Promoting Social Cohesion, Peace, and Inclusion in Kenya	programming on social emotional learning skills for youth in Kenya
12.45-13.00	<b>Lucy Wandiri Mbirianjau (PhD)</b> Kenyatta University  <b>Title:</b> Gender responsiveness of the STEM curriculum to the learning needs of female students in STEM disciplines in Selected Kenyan Public Universities	<b>Charles Magoma, (PhD) Charity Limboro, (PhD) Moses Ngware (PhD) &amp; Abdimalik Farah- (PhD)</b> Kenyatta University/APHRC  <b>Title:</b> Teacher Professional Development and Foundations for Learning in Refugee Education in Kenya	<b>Doyne Mugambi, (PhD) Olivia Opere (PhD) &amp; Grace Murithi (PhD)</b> Kenyatta University  <b>Title:</b> Transforming Conflict and Mental Health from Within: A Psychodrama Intervention for Peacebuilding in Kenyan Universities
13.00-13.15	<b>Udofia, Imoh Godwin &amp; Emeritus Prof. Obanya, Pius Augustine Ike</b> Lagos State University of Education, Lagos, Nigeria/Institute of Education, University of Ibadan, Oyo, Nigeria  <b>Title:</b>	<b>Patricia Echessa- Kariuki</b> The Catholic University of Eastern Africa  <b>Title:</b> Applying Pedagogical Content Knowledge Model to enrich teacher professionalism in effective classroom instruction to enrich learner outcomes	<b>Sylvia Byarugaba Tushabe, Fredrick Ssemपाल, Christine Ampumunza &amp; Henry Stanley Mbowa</b> Kabale University, Uganda  <b>Title:</b> Socio-Emotional Disposition's Mediation in Technical Skills and Graduate Employability – The Case of

	Determination of Flaws in Solomon-IV Pre-Post Design in Experimental Studies: A Treatment of Measurement and Evaluation Teacher Made Objective Items		Hospitality graduates in South-Western Uganda
13.15-13.30	<p><b>Mr. Jefferson Poar Wayei Juday, Francis Gichuki (PhD) Mwangi, Florence Abuyeka Miima (PhD)</b> Kenyatta University</p> <p><b>Title:</b> Collaborative Writing Strategy and its influence on Learners' Performance in Functional Writing Skills in English Language in Public Secondary Schools in Kiambu County, Kenya</p>	<p><b>Ellenah Wangui</b> Education Advisor; World Vision Kenya</p> <p><b>Title:</b> Training teachers on play-based pedagogy improves the performance of children in school. A case study of let's play and learn project- by world vision implemented in Narok and Kakamega counties</p>	<p><b>Jeniffer Birech and Pamela Onyango</b> University of Nairobi</p> <p><b>Title:</b> Psychological Factors Affecting Academic Buoyancy and Adjustment Among First Year Students in Institutions of Higher Learning</p>
13.30-13.45	<p><b>Motanya, Jared Ochwangi (PhD)</b> Karatina University</p> <p><b>Title:</b> Institutionalizing the roadmap towards attainment of inclusivity policies in higher education in Kenya</p>	<p><b>Harriet Ayiorwoth (PhD)</b> Uganda Management Institute, Kampala, Uganda</p> <p><b>Title:</b> Enhancing Educational and Professional Outcomes through Academia-Practitioner Knowledge-Sharing: Insights from Uganda Management Institute</p>	<p><b>Pamela Raburu(Prof)<sup>1</sup>&amp; Monica Orero<sup>2</sup></b> Jaramogi Oginga Odinga University<sup>1</sup>&amp; Kenya Red Cross Training Institute<sup>2</sup></p> <p><b>Title:</b> An Intervention: Psychosocial and Mental Health Support to Students in Higher Education.</p>
13.45-14.00	<p><b>Sylvester J. O. Odanga, (PhD)</b> University of Kabianga</p>	<p><b>Samwel Credo, Daniel Mbonea Mngarah and Juma Saidi Mwinjuma</b> The University of Dodoma (UDOM),</p>	<p><b>Catherine J Barmao Kiptanui (PhD)</b> Eldoret</p>

	<p align="center"><b>Title:</b> Levels of Abstinence from Sex among High School Students across Selected Demographic Factors</p>	<p align="center">Dodoma, United Republic of Tanzania</p> <p align="center"><b>Title:</b> Enhancing University Students' Soft Skills Using Quality Assurance Practices and Strategies</p>	<p align="center"><b>Title:</b> The Role of Educational Policy in Addressing the Mental Health Crisis Among Students</p>
14:00-14.15	<p align="center"><b>Mutisya Elizabeth (PhD), Mutua Josephine(PhD) &amp; Oyoo Syprine(PhD)</b> Kenyatta University</p> <p align="center"><b>Title:</b> Navigating Transition to University: The Role of Perceived Autonomy, Competence and Relatedness of Newly Admitted First-year Students</p>		
14:15-14.45	<b>DISCUSSION</b>		
14.45-15.00	<p><b><u>CLOSING CEREMONY</u></b> <b>Official Closing Remarks:</b></p> <p align="center">Prof. James Biu Kung'u Ag. Deputy Vice-Chancellor (Academic)</p>		
15.00 -15.10	<p align="center"><b>Vote of Thanks:</b> <b>Prof. Samson Ondigi</b> Executive Dean School of Education and Lifelong Learning, Kenyatta University Nairobi Kenya</p>		
15.10-15.20	<b>Closing prayers:</b>		

	<p><b>Dr. Doyne Mugambi</b> Kenyatta University</p>
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