

**Kabarak University
International Conference On
21st Century Issues And
Practices In Education 2020**



Report of Contributions

Contribution ID: 1

Type: **Abstract for Research Paper**

Perceptions of Principals, Heads of Departments and Teachers Regarding Effectiveness of Principals' Instructional supervisory role with regard to classroom instruction.

The purpose of this study was to establish the Perceptions of Principals, Heads of Departments and Teachers Regarding Effectiveness of Principals' Instructional supervisory role with regard to classroom instruction. This study adopted Developmental Supervision Theory by Glickman et al. Descriptive survey design was used. The study was carried out in public secondary schools in Nairobi and Kajiado counties in Kenya. The sample size was as follows: 38 principals, 151 heads of departments and 289 teachers. This gave a sample size of 478 respondents. Stratified random sampling was used in selecting schools. Simple random sampling was used to select heads of departments and teachers for the study. The instruments used to collect data were: Questionnaires and an Interview guide for principals. Qualitative data was analyzed thematically, while Quantitative data was analyzed using descriptive statistics and presented in frequencies and percentages. Null hypothesis was analyzed using Kruskal-Wallis H test statistics. The key finding of this study was that majority of principals performed diligently but did not use appropriate skills or lacked knowledge on how to conduct effective instructional supervision. The finding also established that principals' performance in instructional supervision was not effective on how to assist teachers to plan lessons and demonstrate teaching in classroom instruction. Based on the findings, the study recommends the need for TSC to introduce a policy on instructional supervision so that the principals who are selected to head schools can gain skills and knowledge to enable them effectively perform their tasks and responsibilities related to instructional supervision.

Keywords: classroom instruction, effectiveness, perceptions, principals' instructional supervision

Primary author: Dr OMONDI, Everlyn (Kabarak University)

Track Classification: Quality Assurance in Institution of Higher Learning

Contribution ID: 2

Type: **Abstract for Research Paper**

Situational Barriers affecting Postgraduate students in a private university in Kenya

BY TIKOKO betty Jeruto

This study investigated situational challenges affecting postgraduate students in a private university in Kenya. It was motivated by the low completion rates in postgraduate studies with many students completing their studies far beyond the stipulated time period. Since the institution was deemed to be supportive of postgraduate studies by providing adequate support, it was found necessary to investigate situational challenges that could hinder students' progress. Using a sample of 20 postgraduate students, a survey was conducted by means of a questionnaire. Data analysis was done using SPSS. Frequencies and percentages were the statistics used to make related findings and interpretation. It was found that students experienced work related challenges and distance to consult supervisors were the greatest challenges. However, students reported high self confidence that they could complete their studies on time and possessed adequate proposal/ thesis writing skills. It was therefore concluded that student counseling services be provided by the institution to adequately guide the students in balancing work and studies. Online supervisory platforms should also be provided to address the time that students took to travel to meet with their supervisors.

Primary author: Dr TIKOKO, BETTY (KABARAK UNIVERSITY)

Track Classification: Quality Assurance in Institution of Higher Learning

Contribution ID: 3

Type: **Abstract for Research Paper**

THE RELATIONSHIP BETWEEN FORMS OF BULLYING AND SUICIDAL IDEATION AMONG SECONDARY SCHOOLS STUDENTS IN BUNGOMA COUNTY, KENYA.

ABSTRACT

There is a growing concern on the increasing students' deviant behavior which could be attributed to bullying in Kenyan secondary schools, thus posing a great danger to our nation. This presents a knowledge gap concerning the psychosocial consequences of this phenomenon. The purpose of this study was to investigate the relationship between issues of bullying and suicidal ideation among Secondary School Students in Bungoma County, Kenya. The research population was 29,040 Form Three students. Deputy Principals and Guidance and Counseling teachers from 360 secondary schools participated in the study. A sample size of 399 students was drawn from boys, girls and co-education schools. Form Three Students were randomly selected from the sampled schools. The study adopted a cross-sectional and correlational research design. Both qualitative and quantitative data was collected concurrently. A pilot study was conducted on the 30 Form Three students selected from three categories of secondary schools in Bungoma County. Test retest reliability test was carried out to ascertain the reliability coefficient of instrument which was above 0.7. The Pearson's correlation coefficient of ($r = 0.59, p = 0.00$) obtained indicate a moderate positive statistically significant correlation between the forms of correlation and levels of suicidal ideation amongst the secondary school students in Bungoma County. The coefficient of determination ($R^2 = 0.358, p < 0.05$) indicate that the four predictors can jointly explain up to 35.8% of the levels of suicidal ideation amongst the secondary school students. The study concludes that increased levels of sexual bullying and social exclusion significantly increase the levels of suicidal ideation of the secondary school students. Hence efforts should be made to lower their prevalence in the secondary schools so as to reduce the levels of suicidal ideation of the students. The findings have policy implication for schools in understanding, prevention, and intervention in bullying to limit suicidal ideation.

Primary author: Ms MISIGO , Jane

Track Classification: Contemporary Education Reforms

Contribution ID: 4

Type: **Abstract for Research Paper**

Evaluating the Teaching Practice Component of Teacher Education Programme in Higher Education: A Case of Kabarak University, Kenya

Teaching practice (TP) is a vital component of Kabarak University's teacher training programme. It enables the teacher-trainees to get in touch with the real world of things as far as teaching is concerned. TP therefore is an integral part in teacher education because it allows student-teachers to put theories into practice. Kabarak University TP students have informally raised various issues during the assessment, some of which evolve around their preparation and eventually how they perceive teacher training and the general teaching profession. This study was meant to describe Kabarak University teacher trainees' perceptions about teaching practice as a component of teacher training. The specific objectives were to describe nature of teaching practice preparation as perceived by the Kabarak University student-teachers, and to determine the difference on perception about TP based on the areas of specialisation. The study employed a descriptive survey research design. Simple random and stratified sampling was used to select 110 student-teachers who had completed teaching practice. An online questionnaire with open ended and closed ended items was used to collect data. The results showed that both B.Ed Arts and Science students had moderate perception about TP preparation at Kabarak University School of Education while perception about TP was low among the B.Ed Science students but moderate among B.Ed Arts students. The study further found out no statistical differences in perception about TP preparation and actual TP experiences between B.Ed Arts and B.Ed Science students.

Primary author: ONGANG'A, Peter (Kabarak university)

Track Classification: Quality Assurance in Institution of Higher Learning

Contribution ID: 5

Type: **Abstract for Poster**

PILOTING A NEW CURRICULUM: TEACHERS' PERSPECTIVE

ABSTRACT

Teacher participation in curriculum development has been the subject of considerable educational research in recent years, but the participation of teachers in curriculum piloting has received limited empirical attention. The purpose of this study was to establish teachers' perspective of their involvement in piloting of the new curriculum and implementation of secondary school curriculum in Kenya. The study employed descriptive survey research design. A sample of 342 teachers who included 194 males and 148 females participated in the study. Questionnaires for teachers and an interview guide for principals were employed in data collection. The collected data was analysed by use of both descriptive and inferential statistics. The study findings established that there was statically significant relationship between teachers' involvement in curriculum piloting and implementation of secondary school curriculum; curriculum development process in Kenya is largely centrally-controlled by Kenya Institute of Curriculum Development (KICD) and the experiences and talents of teachers are untapped and under-utilized during curriculum development process. The study recommends that teachers should be involved in the planning and development of the curriculum in all stages for effective implementation. The KICD should lay better strategies to involve teachers in the curriculum piloting for effective delivery

Key Words: Teacher Perspectives, Curriculum Piloting, Curriculum Implementation, Secondary

Primary author: KOBIAH, LYDIA KANAKE (KABARAK UNIVERSITY)

Track Classification: Quality Assurance in Institution of Higher Learning

Contribution ID: 6

Type: **Abstract for Research Paper**

Enhancing students' development of Collaborative skills in learning Chemistry using Computer-Aided Instruction Program

Abstract

Collaboration is one of the core competences that is crucial in the 21st Century learning. For this reason, there is a need to devise teaching strategies that enhance students' development of collaborative skills in learning. This paper presents a section of study in Kenya which determined students' development of collaborative skills in learning Chemistry when taught using Computer-Aided Instruction (CAI) Program. The study adopted Quasi Experimental design based on Solomon Four-Group, Non-equivalent Control Group Design. The participants were 174 Form Two secondary school Chemistry students of Tharaka Nithi County in Kenya. Four schools were purposively sampled and randomly assigned as either Experimental groups or Control groups. The students of the Experimental groups were taught through Computer-Aided Instruction Program while the Control groups were taught through Conventional Instruction methods. Data was collected using Classroom Observation Schedule (COS) and was used to rate the development of collaborative skills of students on a scale of one to four points (1-4) during teaching and learning of Chemistry. The quantitative data was analyzed using both descriptive and inferential statistics with the aid of the SPSS version 20 program. Mean and standard deviation was used to describe the data while One-way Analysis of Variance (ANOVA) was used to test the hypothesis. The study revealed that the students who were taught Chemistry with computer-aided instruction program obtained higher collaborative skills scores than the students who were taught with conventional instruction methods. Thus, Chemistry teachers, should adopt the Computer-Aided Instruction Program in their teaching to help in enhancing students' development of collaborative skills, and by extension improve performance in Chemistry.

Keywords: Computer-Aided Instruction, Conventional Instruction Methods, Students' Collaborative Skills

Primary author: Dr JULIUS, judth (Kenyatta university)

Track Classification: Quality Assurance in Institution of Higher Learning

Contribution ID: 7

Type: **Abstract for Research Paper**

Role of Problematic Internet Usage in the Risk of Addiction to Online Pornography Among Undergraduate Students in Universities in Kenya

Abstract

The purpose of the study was to explore the role of problematic internet usage in the risk of addiction to online pornography among undergraduate students in universities in Kenya. The study utilized Behaviourist Theory and Social Learning Theory. Ex-post facto research design was used for this study. The target population for the study was 97284 comprising all the undergraduate students in four universities and the accessible population was 2nd and 3rd year students comprising of 18911. The sample size comprised of 391 undergraduate students, 16 peer counsellors and four (4) student counsellors making a total of 411 participants. Data was collected by use of a questionnaire, an in-depth interview schedule and focus group discussion. The questionnaire was administered to undergraduate students, in-depth interview schedule was used on the student counsellors and focus group discussion was conducted among peer counsellors. Each focus group discussion comprised of four participants. Purposive sampling was used to select the universities of study. Purposive and simple random sampling was used to select the respondents. One university with similar characteristics with the sampled universities was purposively selected for piloting to ensure reliability of the research instruments. The pre-test was administered to and the instruments were modified accordingly. The reliability coefficient was online pornography 0.782. Descriptive statistics of frequencies, percentages and means were used to analyse data. Chi square was used to test the null hypotheses while t-test was used to compare the study variables. Quantitative data was analysed using Statistical Package for Social Sciences (SPSS) Version 23. Qualitative data was coded and thematically analysed.

Key words: addiction risks, undergraduate students, problematic internet usage, online pornography

Primary authors: MARETE, Jane; Dr KAY, James (Kabarak University); Dr DORCAS GITHAIGA

Track Classification: Contemporary Education Reforms

Contribution ID: 8

Type: **Abstract for Poster**

The Implications of the Koinonia Concept on the Eradication of Poverty in a Globalized World

The Implications of the Koinonia Concept on Poverty Eradication in a Globalized World

Abstract

In such an interconnected world, one would expect the world to be a better place in terms of how people care for the needs of fellow human beings. However, this is not the present case, especially when you focus on world's economic discrepancies. Statistics show that the gap between the rich and the poor keep on widening with time. Only few nations are enjoying the benefits of globalization whereas others such as Africa are wallowing in poverty. Structures to combat this by international institutions (World Bank, IMF, WTO) have not availed much for they neglect the spiritual aspects of poverty and emphasize on the economic, political, anthropological, and cultural aspects. The study looks at the theological concept of koinonia as a biblical resource that can provide insights into how the globe can move toward a more understanding and caring community. The Early Church, that was a multiethnic community, demonstrate that it is possible to live together as a community. Using the social scientific method, this study will examine the concept of koinonia in the Early Church and how it functioned to address socio-economic needs within the church community. The study will analyze the paradox of poverty in a globalized world, explore the theological foundations of koinonia then draw implications of the koinonia concept on poverty eradication in Africa.

Keywords: Koinonia, Poverty, Globalization, Community

Primary author: Ms NZUKI, Juliana

Track Classification: Modern Instructional Practices in Higher Education

Contribution ID: 9

Type: **Abstract for Research Paper**

In Search of the Spirit of Education: A paradigm shift from memorizing to pass exams to becoming an Avid Reader

ABSTRACT.

It has been a journey! It is a journey!

This paper is my testimony. I speak of a journey which has paid off, a journey which is still continuing, a journey from a world of memorizing to pass exams to becoming an avid reader . This paper is from a different worldview, from the lenses of a student, from the lenses of a student.

The theory of the “idle student” is one I have in mind. Our university students, who are the future of our republic have been left in the hands of fate. This paper aims to explore this theory and its effect in regards to educated unemployment. It will answer the questions: Who is an idle student? What is the theory of an Idle student? What can be done.

The paper will then further expound on the effects of memorisation on students and give recommendations on how to remedy the same and will also share with the audience what Kabarak Law School has implemented in order to achieve the student centred mode of teaching, its success and failures.

The journey is going on, a shift in culture takes time but it is achievable. Memorizing to pass exams is the ghost that haunts the corridors of our universities.

Key words: Paradigm shift, reading culture, memorizing, idle students, student centred teaching.

Primary author: KIPKOECH , Rachael

Track Classification: Quality Assurance in Institution of Higher Learning

Contribution ID: 11

Type: **Abstract for Research Paper**

Challenges facing curriculum implementation in early year education in Rongai subcounty

A Research paper for the conference in School of Education, Kabarak University.

Oct, 2020

LECURER DR Lydia kobia

SIMION K SITONIK

GMECS/M/1175/09/19

Abstract

This study investigated the challenges facing implementation of cbc in early year education in Rongai subcounty. The objectives of the study were To determine the influence of teacher competency and preparedness in early years of education in Rongai sub county, To establish modalities of assessment evaluation, grading and promotion of learners in early years of education . To assess suitability of school and class environment in implementation of CBC curriculum in early years of education and To ascertain availability and suitability of instructional materials in schools offering early years of education in Rongai sub county.

The respondents included 120 teachers, 15 head teachers and 4 curriculum support officers who were randomly selected. The data were collected through, observation schedules, interview schedules. The collected data were then analyzed using the SPSS method.

The findings indicated that the majority (82) of the interviewed teachers and head teachers in the schools says that curriculum cannot be fully implemented because of lack of suitable instructional materials . In addition, the majority (80%) of the teachers have not been properly trained on how to teach the new system and are faced with challenge of covering the syllabus, 60% of the teachers confessed that they are not sure on modalities to grade and position students. In view of these findings, it is recommended that the government through the ministry of education should embark on thorough teacher training and try to avail teaching materials to meet the recommended ratio of at least one book for every child.

Keywords: Early year education, curriculum implementation, assessment criteria and grading.

Primary authors: SITONIK, Simion (education); Dr KOBIA, Lydia (lecturer)

Track Classification: Contemporary Education Reforms

Contribution ID: 12

Type: **Abstract for Research Paper**

Challenges facing curriculum implementation in early year education in Tiaty subcounty

A Research paper for the conference in School of Education, Kabarak University.

Oct, 2020

TAIWA K EDWIN.

GMECS/M/1250/09/19

SIMION K SITONIK

GMECS/M/1175/09/19

Abstract

This study investigated the challenges facing cbc implementation in early years education In Tiaty sub-county. The specific objectives of the study were to determine teacher preparedness, physical infrastructure, parents illiteracy level and ignorance and effects of cattle rustling and nomadism in competency based curriculum implementation

The respondents included 150 teachers, 30 head teachers and 100 parents who were randomly selected from 30 primary schools found in Tiaty region of Baringo county . The data were collected through, observation schedules, interview schedules and review of documents. The collected data were then analyzed using the SPSS method.

The findings indicated that the majority (80%) of the interviewed teachers and head teachers in the schools says that curriculum cannot be fully implemented because teachers have not been thoroughly trained on the new education system. (78%) of the of the parents are illiterate and most of them are not well conversant with the cbc thus cannot give any assistance to their children The class rooms and toilets are not enough and in poor condition thus affecting teaching and hygiene emphasized by cbc In view of these findings, cattle rustling menace impacts curriculum implementation in the selected schools in that the environment for learning is not conducive due to regular attacks. In view of these findings, it is recommended that more security personnel should be deployed in Tiaty sub-county to curb the insecurity problems, Teachers should be in-service on cbc training.

Keywords: cattle rustling, curriculum implementation, early year education .

Primary authors: Dr KOBIA, lydia (lecturer); Mr SITONIK, Simion (education); Mr TAIWA, Edwin (Education)

Track Classification: Contemporary Education Reforms

Contribution ID: 13

Type: **Abstract for Research Paper**

INFLUENCE OF CATTLE RUSTLING ON CURRICULUM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN TIATY SUB-COUNTY, KENYA

INFLUENCE OF CATTLE RUSTLING ON CURRICULUM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN TIATY SUB-COUNTY, KENYA

NAME:TAIWA, KIPSANG EDWIN:

REG NO: GMECS/M/1250/09/19.

LECTURER:DR KOBIA

A Research Conference paper in the School of Education,Kabarak University.

ABSTRACT

Curriculum implementation is the systemic process of ensuring that a new curriculum reaches the intended consumers: the learners, teachers and the society at large. Despite the government efforts in ensuring successful secondary school curriculum implementation, this objective cannot be fully achieved in Tiaty sub-county due to cattle rustling activity.

The purpose of this study, therefore, was to identify the influence of cattle rustling on availability of school facilities and equipment, to access the security of the instructors in the school and to investigate the instructional supervision and assessment in public secondary schools in Tiaty sub-county, Baringo county.

Descriptive survey design was employed in this study .The population consisted of 20 secondary schools, 100 teachers, 20 principals and 4 quality assurance officers. The study collected data through interviews, questionnaires and observation schedules. The data was analyzed by using descriptive qualitative statistics and then presented by use of percentages and frequencies.

From the findings 84% of learning facilities and equipment shows that raiders stole and destroy the school property. Through the interviews 73% of educational officers rarely evaluate the curriculum in Tiaty because they fear that they might be attacked on the way. The security of the instructors from the findings shows 65% of them are not adequately prepared in terms of content coverage, performance and staffing. All these problems had been linked to the causative factor-cattle rustling which called for the need to address the problem so as to give room for effective curriculum implementation. The government and community should also initiate a comprehensive peace building strategies.

Key words:Curriculum implementation,cattle rustling and public secondary schools

Primary authors: Mr TAIWA, Edwin (Student); Dr KOBIA, Lydia (Lecturer)

Track Classification: Contemporary Education Reforms

Contribution ID: 14

Type: **Abstract for Research Paper**

Abstract

ABSTRACT

Handling the rich children on matters of education. The rich families are facing many challenges and they become much stressful everyday not that they lack expensive vehicles like V8, No it is not that. In fact they have very many vehicles on their home yard beautiful classic bungalows parking area. The parking area consists of heavy vehicles such as the new hurriers, Prado's, brand new Mercedes bench. They drive and exchange these vehicles just like some of us exchange their clothes everyday. Rich tycoon families live in the most fantastic magic mansions made up of pure imported glasses. The environment around the mansions is very cool, pleasant attractive and most comfortable area for one can imagine to live on. In other words the places are recommended for stress management due to its unique nature of the place. When I grow up I want to build such houses like it is a dream of everyone who is going through education. Education is a tool of changing life. However children from these rich families cause their parents to be full of stress and tears mostly the mothers find themselves shedding tears everyday. This child despite of a lot of resources in the family they perform so poorly, become so indisciplined and most of them engage in drug abuse. Below is a research study carried out among the rich families and corrected the data concerning their children's performance in education and causes of their poor performance and finally the recommendations to help a "poor" rich kid. Measure to take for the current improvement of education using new reforms and modern instruction in education especially for post covid19

Primary author: Mr MUHIA, Amos

Track Classification: Modern Instructional Practices in Higher Education

Contribution ID: 15

Type: **Abstract for Research Paper**

RELATIONSHIP BETWEEN STUDENT MOTIVATION PRACTICES AND RETENTION OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KISII COUNTY, KENYA

One of the goals of education policies of the government of Kenya is to attain 100% transition and retention rates of students in secondary schools. However, as transition rates keep improving, student retention has persistently remained low in Public Secondary Schools in Kisii County, Kenya. Failure to retain students in schools can be considered as a waste of potential human, time and financial resources. the objective of the study was to establish the relationship between student motivation practices and retention in Public Secondary Schools in Kisii County, Kenya. . A sample of 35 Public Secondary Schools was selected for the study using Multi-stage sampling technique. The study sample was 455 respondents comprised of 420 students and 35 Principals. A pilot test of the instruments was conducted in four Public Secondary Schools Reliability of the instruments was tested using split-half technique and Spearman-Brown prophecy formula. A coefficient of 0.8 in the student questionnaires was obtained. All

Ethical considerations were put into account throughout the study period. Quantitative data was analyzed using both descriptive and inferential statistics while qualitative data was analyzed thematically. The study findings showed that there was a strong and positive correlation between student motivation practices ($r=.717$) and retention in public secondary schools The correlation was found to be statistically significant at 0.05 alpha level. Regression analysis showed that 63.7% of variations in the student retention were predictable from student motivation practices. The findings were presented using tables, pie charts, bar graphs and in textual forms. the study improved student motivation practices with a view to improving student retention. The recommendation of the study was that the Government should strengthen measures of ensuring good student motivation practices in public secondary schools, so as to improve on the student retention rates.

Key Concepts: Student Motivation Practices, Principals, Retention rate, Public Secondary Schools

Primary authors: Mr LAMECK, siro ongige (student); Prof. NGALA, fred (supervisor); Dr TIKOKO, betty

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 16

Type: **Abstract for Research Paper**

Relationship Between Implementation of Safety Standards and Guidelines for Drug and Substance Abuse, And Student Safety in Public Mixed Boarding Secondary Schools in Nakuru County, Kenya

The objective of this paper was to: find out the relationship between implementation of Safety Standards and Guidelines for Drug and Substance Abuse and student safety in public mixed boarding secondary schools in Nakuru County, Kenya. The study was guided by Invitational Theory by Purkey and Schmidt and Systems Theory by Von Bertalanffy. The target population was made up of 16 principals, 18 deputy principals and 2130 Form 4 students drawn from all 16 public mixed boarding secondary schools in Nakuru County, Kenya. The study adopted a descriptive survey design. The sample size for students comprised of 327 Form 4 students. A census approach was used whereby, all the 16 principals and 18 deputy principals were used for the study. The population of the study was clustered into 9 sub counties. Stratified sampling technique was used to categorize the population into three strata namely principals, deputy principals and Form 4 students. The principals and deputy principals were selected using purposive sampling technique, while the students were selected using simple random sampling technique. Data from students was collected using questionnaires, while that from principals and deputy principals was collected using interview schedules. Observation checklist were used in determining the level of implementation of the selected Safety Standards Guidelines in the schools.

Data analysis was done using tools in the SPSS version 22. Analysis involved computation of descriptive statistics: frequencies and percentages, and inferential statistics: Pearson Correlation and Regression coefficients. The data was then presented in tables and textually. The study found that implementation of Safety Standards and Guidelines for Drug and Substance Abuse does not have statistically significant relationship on student safety in public mixed boarding secondary schools in Nakuru County, Kenya.

Key words: Implementation, Safety Standards and Guidelines for Drug and Substance Abuse, Student Safety, Public Mixed Boarding Secondary Schools.

Primary authors: Mrs SIGEI, Jackline; Prof. NGALA, Frederick B. J.A; Dr TIKOKO, Betty J.

Track Classification: Modern Instructional Practices in Higher Education

Contribution ID: 17

Type: **Abstract for Research Paper**

Relationship between Implementation of Safety Standards and Guidelines for Physical Infrastructure, and Student Safety in Public Mixed Boarding Secondary Schools In Nakuru County, Kenya

The aim of the study was to find out the relationship between implementation of Safety Standards and Guidelines for Physical Infrastructure in public mixed boarding secondary schools in Nakuru County, Kenya. The study was guided by Invitational Theory by Purkey and Schmidt and Systems Theory by Von Bertalanffy. The target population comprised of 16 principals, 18 deputy principals and 2130 Form 4 students drawn from all 16 public mixed boarding secondary schools in Nakuru County, Kenya. The study adopted a descriptive survey design. The sample size comprised of 327 Form 4 students. A census approach was used whereby, all the 16 principals and 18 deputy principals were used for the study. The population of the study was clustered into 9 sub counties. Stratified sampling technique was used to categorize the population into three strata namely principals, deputy principals and Form 4 students. The principals and deputy principals were selected using purposive sampling technique, while the students were selected using simple random sampling technique. Data from students was collected by use of questionnaires, while that from principals and deputy principals was collected using interview schedules. The researcher also used observation checklist to determine the level of implementation of the selected Safety Standards Guidelines in the schools. Data analysis was done using tools in the SPSS version 22. Analysis involved computation of descriptive statistics: frequencies and percentages, and inferential statistics: Pearson Correlation and Regression coefficients. The data was then presented in tables and textually. The study established that implementation of Safety Standards and Guidelines for Physical Infrastructure does not have statistically significant relationship on student safety in public mixed boarding secondary schools in Nakuru County, Kenya.

Key words: Implementation, Safety Standards and Guidelines, Safety Standards and Guidelines for Physical Infrastructure, Student Safety.

Primary authors: KETER, Jackline; Prof. NGALA, Frederick B. J.A; TIKOKO, Betty (Kabarak University)

Track Classification: Modern Instructional Practices in Higher Education

Contribution ID: 18

Type: **Abstract for Poster**

A COMPETENCY-BASED CURRICULUM FOR KENYAN PRIMARY SCHOOLS: LEARNING FROM THEORY

ABSTRACT

Competency Based Education (CBE) stresses the acquisition of knowledge, skills, attitudes and values to be applied by learners instead focusing on what learners are expected to learn about in terms of traditionally-defined subject content and on grade and yearly curriculum schedules. Competency-based curriculum (CBC) is designed with a view to help learners acquire desired knowledge, skills, values and attitudes to enable them cope with life challenges. The main focus is placed on how competent each student is in the subject and not how much knowledge they have acquired in the subject. CBE adopts a learner-centered pedagogy, formative and authentic assessment approaches that emphasize the development of competencies and application of knowledge in real life context. This paper is based on library research and seeks to review literature concerning the CBC in order to come up with various lessons to help in the Kenyan education. A brief analysis of Kenyan adoption of CBC under the system of 2-6-3-3 unveiled in 2017 to replace the current 8-4-4 system which has served Kenya for the last 32 years has been done. The adoption of 2-6-3-3 has received attention because it provides an opportunity to reflect on the end of an Era in Kenyan education system where examination has been the center of the sector. The paper will focus on the potential and prospects of CBC for Kenya based on the experiences of CBC in other countries. Illustrations from some countries will be used to point out why CBC will be useful in the development of the Kenyan education.

Keywords: Primary schools, Curriculum, Competencies, Competency-based

Primary authors: Ms OKEYO, DOROTHY (KABARAK UNIVERSITY); Dr KOBIAH, LYDIA (KABARAK UNIVERSITY)

Track Classification: Contemporary Education Reforms

Contribution ID: 19

Type: **Abstract for Research Paper**

Influence of Appropriate Instructional Resources on Retention of Pupils with Disabilities in Mainstreamed Primary Schools in Bomet County, Kenya

This research sought to investigate the influence of appropriate instructional resources on retention of pupils with disabilities in mainstreamed Primary Schools in Bomet County, Kenya. The problem this study sought to address was low retention of Pupils with Disabilities (PWDs) in mainstreamed schools. This study was embedded on Systems Theory by Bertalanffy (1968). It adopted survey research design. The target population was 840 teachers. Yamane formula was used to get a sample size of 271 teachers. Multi-stage sampling procedure was applied. The findings of the study revealed that appropriate instructional resources significantly influenced retention of PWDs by = 42.1% ($p < 0.05$). The study also reports positive and statistically significant relationship between appropriate instructional and retention of pupils with disabilities ($r = 0.842$; $p < 0.05$). The study concludes that appropriate instructional resources positively and significantly influence retention of pupils with disabilities. Therefore, when appropriate instructional resources are provided, retention of pupils with disabilities increase and conversely, in the absence of these resources, retention of pupils with disabilities will be challenging. The study recommended that appropriate instructional resources such as textbooks, supplementary curriculum support materials, learning devices or aiders including braille kits, printouts, pointers, embossers friendly to pupils with disabilities be supplied to improve their retention in mainstreamed primary schools.

Keywords: Appropriate, Resources, Instructional, Retention, Disabilities.

Primary authors: Mr NGENO, Daniel Kipkirui; Prof. KIPLANGAT, Henry K.; Prof. NGALA, Frederick A.

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 20

Type: **Abstract for Research Paper**

Influence of Appropriate Physical Resources on Retention of Pupils with Disabilities in Mainstreamed Primary Schools in Bomet County, Kenya

This research sought to investigate the influence of appropriate physical resources on retention of pupils with disabilities in mainstreamed Primary Schools in Bomet County, Kenya. The problem this study sought to address was low retention of Pupils with Disabilities (PWDs) in mainstreamed schools. This study was embedded on Systems Theory by Bertalanffy (1968). It adopted survey research design. The target population was 840 teachers. Yamane formula was used to get a sample size of 271 teachers. Multi-stage sampling procedure was applied. The findings of the study revealed that appropriate physical resources significantly influenced retention of PWDs by = 19.2%($p < 0.05$). The study also reports positive and statistically significant relationship between physical resources and retention of pupils with disabilities ($r = 0.828$, $p < 0.05$). The study concludes that supply of appropriate resources remain a major factor that promotes retention of pupils with disabilities. This means that when appropriate physical resources are provided to pupils with disabilities, their retention of pupils with disabilities in mainstreamed schools improve. However, lack of these resources has been proven through the findings of this research that they cause drop out of PWDs from their schools. The study recommended that appropriate physical resources such as classrooms, toilets, dining halls, dormitories, laboratories and libraries in order to promote retention of pupils with disabilities be provided by school administrators.

Keywords: Appropriate, Physical Resources, Retention, Disabilities.

Primary authors: NGENO, daniel; Prof. NGALA, Frederick B. J.A; Prof. KIPLANGAT, Henry K.

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 21

Type: **Abstract for Research Paper**

Relationship between Instruction Cultures and Students' Retention in Chartered Christian Universities in Kenya

The role of this study was to establish the relationship between instruction cultures and student retention in Chartered Christian Universities in Kenya. The study was based on Students' Integration Theory by Tinto (1993) and Cultural Model of Educational Management by Bush (2011). Descriptive survey research design was adopted. The targeted population was 604 year four students, 12 Academic Deans, 5 chaplains, 5 Finance Managers, and 5 Deans of students in the Chartered Christian Universities. Census method was used to sample the respondents. Interviews and questionnaires were employed in collecting data. The questionnaire was piloted and then tested for reliability using test-retest method and was validated by experts. Qualitative data was analysed and presented. Quantitative data was analysed using descriptive statistics. SPSS version 22 was applied in data analysis. Pearson Product Moment Correlations Co-Efficient and regression analysis were computed to establish relationships between the two variables. Embedded Design for mixed methods was used to integrate and present quantitative and qualitative data outcomes. It was found out that religious cultures were related to student retention ($r=0.482$; $p=0.000$) and therefore, the null hypothesis was rejected while the alternate hypotheses adopted. The study recommends that chartered Christian universities in Kenya should take advantage of their religious cultures and should find policies to strengthen the existing cultures as they develop new ones. Additionally, the Ministry of Education should develop policies that could facilitate student retention and review the existing policies on students' retention in institutions of higher learning. Moreover, further research should be conducted.

Key Terms: Student retention, chartered Christian universities, religious cultures, instruction cultures, discipline cultures, study cost management cultures.

Primary authors: Mr KITUR, John Kiptanui; Prof. NGALA, Fredrick (Kabarak University); TIKOKO, Betty (Kabarak University)

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 22

Type: **Abstract for Research Paper**

Relationship between Religious Cultures and Student Retention in Chartered Christian Universities in Kenya

The role of this study was to explain the relationship between religious cultures and student retention in Chartered Christian Universities in Kenya. The study was based on Students' Integration Theory by Tinto [1] and Cultural Model of Educational Management by Bush [2]. Descriptive survey research design was adopted. The targeted population was 604 year four students, 12 Academic Deans, 5 chaplains, 5 Finance Managers, and 5 Deans of students in Chartered Christian Universities. Census method was used to sample the respondents. Questionnaires which were piloted and tested for reliability using test-retest method and validated by experts were used together with interviews to collect data. Qualitative data was later analysed and presented. Quantitative data was analysed using descriptive statistics. SPSS version 22 was employed for data analysis. Pearson Product Moment Correlations Co-efficient and regression analysis were computed to establish relationships between the two variables. Embedded Design for mixed methods was used to integrate and present the findings. It was established that religious cultures were related to student retention ($r=0.437$; $p=0.000$) and thus, the null hypothesis was rejected, and the alternate hypotheses adopted. The study recommends that chartered Christian universities in Kenya should take advantage of their religious cultures and find policies that strengthen the existing cultures as they develop new ones. It also recommends that the Ministry of Education should develop policies that could facilitate student retention and review the existing policies on students' retention in institutions of higher learning in Kenya and beyond. Moreover, further research should be carried out.

Keywords: Student retention, Chartered Christian universities, religious cultures, instruction cultures, discipline cultures, study cost management cultures.

Primary authors: KITUR, jon; NGALA, Fredrick (Kabarak University); TIKOKO, Betty (Kabarak University)

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 24

Type: **Abstract for Poster**

Relationship between Principals' Transactional Leadership Style and Students' Conformity to Rules in Public Secondary Schools in Nakuru County, Kenya

stakeholders in education in Nakuru County have expressed great concern over high levels of students' on conformity to school rules. Student conformity to school rules is critical to achievement of academic goals. This study sought to assess the relationship between principals' transactional leadership style and students' conformity to school rules in public secondary schools in

Nakuru County, Kenya. The objective of the study was to determine the relationship between principals' Transactional leadership style and students' conformity to rules in Public Secondary Schools in Nakuru County, Kenya. The study was underpinned on the Social Control Theory by Hirschi (1969). The study adopted a correlational research design. The target population was 338 Principals, 338 Deputy Principals, 3426 teachers in 338 public secondary schools in Nakuru County. Stratified random sampling was used to select 100 schools. Purposive sampling was used to select 100 Principals, 34 Deputy Principals and 346 teachers. Questionnaires were used to collect data from Principals, teachers and students while interviews were used to collect data from Deputy Principals. Test – retest reliability returned a coefficient above 0.70 indicating that the instruments were reliable. The finding revealed that there was evidence of a positive relationship between transactional leadership style and students' conformity to rules ($r=0.410$; $p=0.000$). This implies that when transactional leadership style was used by principals it enhances students' conformity to school

rules. It was concluded that principals' transactional leadership style significantly related to students'

conformity to school rules. Therefore, it is important for school principals to provide rewards and recognition constantly to students who conform to school rules. in handling students' misconduct by using transactional leadership style though use of rewards to the students who conform and withdrawal of privileges or use of punishment for those who do not conform to school rules.

Key words: Transactional, leadership, style, Conformity, school, Rules

Primary authors: OKINDO, dorcas; NGALA, Fredrick (Kabarak University); Prof. OCHOLA,, John. N.

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 25

Type: **Abstract for Research Paper**

Relationship between Principals' Democratic Leadership Style and Students' Conformity to Rules in Public Secondary Schools in Nakuru County, Kenya

Stakeholders in Education in Nakuru County, Kenya have expressed great concern over the high levels of students' non-conformity to school rules in secondary schools. There is a problem of students' non-conformity to school rules. This study sought to investigate the relationship between principals' democratic leadership style and students' conformity to rules in public secondary schools in Nakuru, Kenya. The objective of the study was to determine the relationship between principals' democratic leadership style and students' conformity to rules in Public Secondary Schools in Nakuru County, Kenya. The study was anchored on the Social Control

Theory by Hirschi (1969). The study adopted a correlational research design. The target population was 338 Principals, 338 Deputy Principals, 3426 teachers and 116374 students in 338 public secondary schools in Nakuru County, Kenya. Stratified random sampling was used to select 100 schools. Purposive sampling was used to select 100 Principals, 34 Deputy Principals, 346 teachers and 383 students' councils. Questionnaires were used to collect data from Principals, Teachers and students, while interviews were used to collect data from Deputy Principals. Test – retest reliability

revealed a coefficient above 0.70 indicating that the instruments were reliable. The finding showed that both teachers and principals responses indicate a high positive relationship between principals

use of democratic leadership style to enhance students' conformity to school rules related to learning($r=0.334;p< 0.05$). It was concluded that democratic leadership style when used by principals

in public secondary schools in Nakuru County, Kenya has a significant positive relationship to students' conformity to school rules. This implies that when a principal uses democratic leadership

style, students are likely to conform to school rules. The findings of the study will help education policy makers

to come up with strategies of enhancing students' conformity to school rules.

Key words: Democratic, leadership, style Conformity, school Rules

Primary authors: OKINDO, dorcas; NGALA, Fredrick (Kabarak University); Prof. OCHOLA,, John. N.

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 26

Type: **Abstract for Research Paper**

INFLUENCE OF THE WORK ENVIRONMENT ON JOB SATISFACTION AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN NAKURU WEST SUB COUNTY, KENYA

Theoretically, Herzberg's Two-Factor Theory hypothesizes job satisfaction to be influenced by a host of factors among them the work environment. The study, therefore, sought to determine the influence of work environment on job satisfaction among public secondary school teachers in Nakuru West Sub County, Nakuru County, Kenya. The study adopted a descriptive survey research design and targeted 326 teachers from 9 public secondary schools in the area. Using data collected through pretested structured questionnaires from 150 randomly selected teachers, the study established that work environment ($\beta = 0.476$; $p \leq 0.05$) significantly influenced job satisfaction among school teachers implying that improvements in the work environment would necessarily raise their levels of job satisfaction. Therefore, the study recommends that the school management together with other stakeholders should do more to improve the working conditions and state of facilities and also provide adequate teaching and learning materials.

Keywords: Job satisfaction, work environment, working conditions, state of facilities

Primary authors: TALLAM, maldrine; Prof. KIPLANGAT, Henry K.; NGALA, Fredrick (Kabarak University); TIKOKO, Betty (Kabarak University)

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 27

Type: **Abstract for Research Paper**

The New Normal in Education: A case of Covid-19

The outbreak of the Corona Virus of 2019 (Covid-19) has affected life in every facet. By August 12, 2020, globally there were 20 330 351 confirmed cases of COVID-19 with 742 413 registered deaths. The United States of America (USA) shows a record of 10 976 368 confirmed cases with 164 537 deaths and Africa has 1 065 544 cases with 23 858 deaths. Europe and Asia are bleeding greatly too. The globe is in a panic mode because there is no Covid19 cure or vaccine. To control the spread of the virus many countries instituted economic lockdowns and isolation of patients. Thus, to survive the COVID-19 one has to adopt a new lifestyle which is the 'New Normal' (NN). Currently, taking people's body temperatures has been the prerogative of medical personnel and now it is also assigned to security guards at the entrances of buildings to ascertain the first symptoms of Covid-19. Actually, NN is an innovative form of 'Survival for the fittest.' Considering Newton's third law of motion 'for every action there is a reaction in the opposite direction, but with similar magnitude,' the NN is the human race reaction to counter the effects of Covid-19. Thus, one is obliged to wear face masks, wash and sanitize hands, eat well, and keep social distancing. While these procedures are necessary for survival, they present challenges and opportunities in education. Challenges may require institutions to increase the number of teachers and infrastructure to ensure social distancing. Conversely, the new setting creates opportunities for learners to get more attention since there will be fewer learners per teacher. The NN may ensure more learner support through virtual teaching and learning. How the NN will be manifested in education in developed and developing countries remains a subject of study, at least, for now.

Primary authors: Prof. KIBIRIGE, Israel; Mrs NAMIREMBE, Kate (Mugerwa)

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 28

Type: **Abstract for Research Paper**

Teacher-Educators' Confidence and their Level of ICT Integration in Public Primary School Teachers Colleges in Kenya

The study sought to establish the relationship between teacher-educators' confidence and their level of ICT integration into teaching in public primary school teachers colleges in Kenya. The simple random sampling technique was used to select six teacher training colleges in Kenya and 169 respondents who participated in the study. Data was collected using a questionnaire, an interview schedule and an observation schedule. The data collected was analyzed descriptively with the help of SPSS program version 22.0 for frequencies, means, standard deviation and percentages. The inferential statistics used to determine relationships among variables was the Pearson moment Correlation. Regression analysis was used to determine the best predictors of ICT integration among the independent variables. Findings indicate that there is a low level of ICT integration in teaching in all teacher training colleges. The hypothesis test showed a significant relationship between teacher educators' level of ICT integration in teaching and their confidence. It was thus recommended that ICTs' integration be made part of undergraduate training in universities in order to equip future teacher educators with ICT skills; the government should equip teacher training colleges with sufficient and modern computers with internet connectivity to enhance access; colleges should provide in-service training on ICTs for teachers; colleges should hire technicians to maintain and service available ICTs; the ministry of education should embrace ICT and demand professional documents from teacher educators be typed and sent online; colleges should not rely only on government funding but earn their own income by initiating ICT training centres to train outsiders in their colleges, and, finally, all college principals should be knowledgeable in ICTs so as to support ICT initiatives in teacher education institutions.

Primary author: Dr CHEMWEI, Bernard (Senior lecturer)

Track Classification: Modern Instructional Practices in Higher Education

Contribution ID: 29

Type: **Abstract for Research Paper**

PERSPECTIVES ON CHRISTIAN UNIVERSITIES STAYING ON COURSE

Christian university education has the potential to empower students with Christian values, thus enabling them to make a positive difference in the world. Unfortunately, many Christian founded universities, including the Ivy League, no longer describe themselves as Christian. The objectives of this study were first to identify the Christian elements in the vision, mission and core values and to seek respondent's opinions regarding the extent to which these variables agreed with the curriculum, policies and practices of their universities.

Data were collected from various sources, including a structured questionnaire. Findings show that the Christian universities in this study face the risk of becoming secular institutions and gradually moving away from their Christian foundation and identity. We recommend that these Christian universities take urgent corrective actions to retain their Christian identity, consistent with their visions, missions and core values.

Primary author: NAMIREMBE, Kate (Kabarak University)

Track Classification: Quality Assurance in Institution of Higher Learning

Contribution ID: 30

Type: **Abstract for Research Paper**

ARE CHRISTIAN UNIVERSITIES' VISION, MISSION AND CORE VALUES STATEMENTS REFLECTING THEIR CHRISTIAN IDENTITY?

Research shows that many Christian universities no longer espouse their Christian ethos and identity. This study sought to establish if Christian universities in Uganda still align their purpose statements with their curriculum, policies and practices. Research reveals that many young people raised in Christian homes, churches and attending Christian universities are rejecting the faith. (Smithwich, 2008; Uecher, Regnerus and Vaaler, 2007).

We used questionnaires and analyzed the purpose statements of the universities in this study. The population was drawn from three Christian universities in Uganda : CU 1, CU2 and CU3. We used the purposive sampling technique and selected respondents. We found some elements of mismatch, with Christian identity missing from some aspects of the Visions, Mission and Core Values statements.

This research recommends that administrators of these universities ascertain that their Vision, Mission and Values are reflective of the Christian beliefs, practices and teachings.

Primary author: NAMIREMBE, KATE (KABARAK UNIVERSITY)

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 31

Type: **Abstract for Research Paper**

The Systematic Errors of English L2 among Luhya L1 Learners in the Course of English Article System Acquisition

ABSTRACT

This paper is a product of a study carried that was out examining the type of systematic errors learners make when learning the English article system in secondary schools, conducted in Vi-higa County, Western Kenya.. The study was guided by fluctuation hypothesis and full transfer /full access hypothesis. A mixed method approach was employed. The study sample included 24 students. The data collection instrument was a story-telling task. The data was analyzed using descriptive statistics and thematic analysis. The study revealed various types of errors. Thus, it is recommended that teachers adopt an eclectic approach in teaching the English article system. Theoretically, the study contributes to the advancement of knowledge about the teaching of the English article system.

Key words: English Article, systematic errors, second language, second language learning.

Primary author: Ms KHEJERI , Mary (Mount Kenya University.)

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 32

Type: **Abstract for Research Paper**

STAKEHOLDERS PERCEPTION ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN TRANS-NZOAIA COUNTY, KENYA

The purpose of the study was to determine the perceptions of students and County Government on Technical Vocational Education and Training (TVET) in Trans-Nzoia County, Kenya. The objectives of the study were: to determine the perceptions of trainees on TVET Education and explore the perceptions of County Government on TVET Education in Trans-Nzoia County. The study was guided by the human capital theory. The ontology was constructivist and the epistemology was interpretivist. The research method was qualitative. The research design was phenomenology, and purposive and convenience sampling were applied. A sample of 60 trainees was drawn from five (5) TVET centers in the five (5) sub-counties of Trans-Nzoia County and twelve (12) from the national technical institute in Kitale town. One (1) TVET instructors in each of the institutions was selected. A further 6 principals were sampled. Focus group discussion guide and interview guide were used to collect data. The data was thematically analyzed. The study findings pointed out that trainees had concerns about the resources, trainers and the industrial attachments while stakeholders had concerns on funding and human resource (HR) of the TVET. The county government's perceptions leaned towards increased funding of the TVETs, enhanced marketing of TVETs and the negative perceptions towards TVET Institutions that impacted on youth employment and slow economic development. The study recommends that there is need for more funding of TVETs, recruitment of sufficient and qualified personnel, in addition to proper supervision and guidance by the County and National government. The study also recommends policy revision to enhance change of attitude leading to improved operations and uptake in the various courses offered at TVET Institutions.

Key Words: Stakeholder, Perception, Technical and Vocational Education, trainee, trainer, County Government, National government

Primary authors: Dr KIPTALA, Wilson; Ms WANJIKU , Ann; Dr KIPRUTO, John

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 33

Type: **Abstract for Research Paper**

STUDENT DEMOGRAPHIC FACTORS ON PERCEPTION OF THE INFLUENCE OF GUIDANCE AND COUNSELLING AND SCHOOL ADJUSTMENT IN KEIYO NORTH SUB-COUNTY, KENYA.

The purpose of the study was to investigate student demographic factors on perception of the influence of guidance and counseling and school adjustment in Keiyo North Sub-County, Kenya. The objectives of the study were: to determine gender type and students' perceptions on the influence of guidance and counselling on school adjustment, school type and students' perceptions on the influence of guidance and counselling on school adjustment and class level and students' perceptions on the influence of guidance and counselling services on their overall school adjustment. The study was guided by the self-perception theory. The ontology was pragmatism and the epistemology was realism. The research method was mixed method. The research design was ex post-facto, random sampling and stratified techniques were applied. A sample of 21 schools and 367 out of the 8001 students in the sub-county secondary schools were selected. A further, 16 participants were purposively selected (one from each class level of the type of school). Questionnaires and interview guides were used to collect data. Descriptive and inferential statistics were used to analyze the quantitative data. The hypotheses were tested at a significance level of 0.05. The qualitative data was analyzed thematically. The major finding of the study was that female students had a higher mean perception (3.6391, SD .06308) than the male students (3.4000 SD .07159). The study concluded that consistency and competence in provision of guidance and counselling services is wanting in secondary schools. Based on the findings of the study, it was recommended that since there exists' significant differences in demographic factors on students' perceptions on the influence of guidance and counselling on their school adjustment, there was need to address the challenges and shortcomings that exist in the provision of guidance and counselling, and encourage the male students to participate in counselling activities.

Primary authors: KIPTALA, Wilson; Dr KIPRUTO, John; Dr KANUS, Evelyn

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 34

Type: **Abstract for Research Paper**

Influence of teacher related factors on effective coverage of Kenya Certificate of Secondary Education Biology syllabus in Secondary Schools in Rongai Sub-County, Kenya

The need for effective coverage of secondary school syllabi is crucial in Kenya and the world at large. The problem which this study sought to determine was ineffective coverage of Kenya Certificate of Secondary Education (KCSE) Biology syllabus in secondary schools in the Sub County. The objective of this study was to establish the influence of teacher related factors on effective coverage of KCSE Biology syllabus in Secondary Schools in Rongai Sub-County, Kenya. The study was grounded on curriculum implementation theory and adopted correlational design. The study was based in Nakuru Rongai Sub-County secondary schools. The target population of this study comprised of 151 Biology teachers and 120 form four class secretaries. Census method was used to sample Biology teachers and class secretaries. In this study, content validity of the instrument was determined by research supervisors from Kabarak University who read the content, look at the items and ensured that they reflect the actual content area. This study used test retest method of determining reliability of research instrument. Data was collected using a questionnaire. The findings revealed that teacher related factors significantly influences on effective Coverage of Biology Syllabus ($\beta = 0.390$; $p < 0.05$). The study concludes that factors such as teacher transfers, topics that are too wide in Biology and negative attitude towards some topics influence significantly effective syllabus coverage. It is herein recommended that teacher transfers should be managed appropriately in order to improve coverage of KCSE Biology Syllabus. Moreover, in-service training of teachers should be enhanced by Ministry of education in order to resolve negative attitude towards some topics. Finally, teachers should be adequately equipped with new technologies, pedagogical techniques and appropriate instructional resources in order to achieve effective coverage of Biology syllabus.

Keywords: Biology syllabus, Effective Coverage, Teacher-related factors

Primary authors: Mr BETT, Benard Kiprono; NGALA, Fredrick (Kabarak University); CHEMWEI, Bernard (senior lecturer)

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 35

Type: **Abstract for Research Paper**

Relationship between

Over the years, Kenya like many other nations of the world has struggled to provide its citizens with education and particularly basic education. Provision of basic education and achievement of Education for All by the year 2015 has been a global concern. The government of Kenya has committed substantial amount of resources and applied a number of strategies such as provision of FPE in 2003 and FSE in the year 2008. However, gender disparity in enrolment in secondary schools is still persistent. This study attempted to establish the relationship between home based factors and gender disparity in enrolment in mixed day secondary schools in Kericho County, Kenya. The objectives of this study were to determine the relationship home based factors and gender disparity in enrolment in public mixed day secondary schools in Kericho County. The study was guided by Social Demand Theory which perceives education as a social good rather than investment good and, therefore, all children have a right to education. The study adopted descriptive survey research design. The study targeted 124 mixed day secondary schools. The target population consisted of 124 principals and 9,418 students. Sampling techniques applied included purposive and systematic sampling techniques. Sample size of the principals was determined by applying Kerlinger 30% rule whereas for the students Cochran formula was used. The sample size consisted of 38 principals and 384 students. Data for the study was collected by use of questionnaires. The study revealed that there exists a statistically significant relationship between Home based factors and Gender Disparity ($r=0.774$; $p<0.05$). It was also found that child labour is related to gender disparity in enrollment. The findings of the study would help educational administrators and policy makers to eradicate gender disparity in enrolment in secondary schools, in Kericho County, Kenya. The researcher satisfied ethical considerations.

Primary authors: Mr KOECH, Johannes; NGALA, Fredrick (Kabarak University)

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 36

Type: **Abstract for Research Paper**

Relationship between gender disparity in Education

Over the years, Kenya like many other nations of the world has struggled to provide its citizens with education and particularly basic education. Provision of basic education and achievement of Education for All by the year 2015 has been a global concern. The government of Kenya has committed substantial amount of resources and applied a number of strategies such as provision of FPE in 2003 and FSE in the year 2008. However, gender disparity in enrolment in secondary schools is still persistent. This study attempted to establish the relationship between economic factors and gender disparity in enrolment in mixed day secondary schools in Kericho County, Kenya. The objective of this study was to determine the relationship between economic factors and gender disparity in enrolment in public mixed day secondary schools in Kericho. The study was guided by Social Demand Theory which perceives education as a social good rather than investment good and, therefore, children have a right to education. The study adopted descriptive survey research design. The study targeted 124 mixed day secondary schools. The target population consisted of 124 principals and 9,418 students. Sample size of the principals was determined by applying Kerlinger rule whereas for students Cochran formula was used. The sample size consisted of 38 principals and 384 students. Data for the study was collected by use of questionnaires. The study revealed that there exists a statistically significant relationship between Economic Factors and Gender Disparity. It was also found that child labour is related to gender disparity in enrollment. Parent's reluctance to pay fees for their children due to false notion of free education has a relationship with gender disparity in enrolment. The findings of the study would help educational administrators and policy makers to eradicate gender disparity in enrolment in secondary schools, in Kericho County, Kenya.

Primary authors: KOECH, johannes; NGALA, Fredrick (Kabarak University)

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 37

Type: **Abstract for Research Paper**

INFLUENCE OF PHYSICAL RESOURCES ON RETENTION OF PUPILS WITH DISABILITIES. A CASE OF MAINSTREAMED PRIMARY SCHOOLS IN BOMET COUNTY, KENYA

ABSTRACT

Low retention of pupils with disabilities is a significant problem in the educational system in Kenya. This research, therefore, sought to investigate the influence of physical resources on retention of pupils with disabilities in mainstreamed primary schools in Bomet County, Kenya. This study was embedded on Systems Theory by Bertalanffy. It adopted correlational research design targeting 840 teachers and head teachers from the county. Yamane's table was used to get a sample size of 278 teachers. Positivism paradigm was applied as the research philosophy. Multi-stage sampling procedure was applied. The findings of the study revealed that physical resources significantly influenced retention of PWDs by $r = 0.192$ ($p < 0.05$) or ($\beta = 0.192$). The study also reports positive and statistically significant relationship between physical resources and retention of pupils with disabilities ($r = 0.828$, $p < 0.05$). The study, therefore, concludes that availability of resources remain a major factor that promotes retention of pupils with disabilities. This means that when physical resources are provided to pupils with disabilities, the retention of pupils with disabilities in mainstreamed schools improve. However, lack of these resources has been proven through the findings of this research that they cause drop out of PWDs from their mainstreamed schools. The study recommended that physical resources such as classrooms, toilets, dining halls, dormitories, laboratories and libraries in order to promote retention of pupils with disabilities be provided by school administrators.

Keywords: Physical Resources, Retention, Pupils with Disabilities, Mainstreamed Schools

Primary author: Mr NGENO, Daniel

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 38

Type: **Abstract for Research Paper**

Mission and Traditional Tugen Culture of Kenya: A Critical Theological Study in Biblical Christianity by Dr. Japheth Kigen and Dr. Esther Kibor

Doing effective mission within the Traditional Tugen Culture is critical because it is difficult to avoid. This will require dynamic dialogue with supra culture of biblical Christianity. The issue of reconciling the Christ mission with the traditional Tugen culture is a big challenge. Christ dialogue with the cultural setting of his day took several characteristics: affirmations, reconstructions, compromise and opposition. The same will also apply to the Traditional Tugen culture.

A traditionalist Tugen will always seek to have a good harmonious relationship with supernatural Being and other spirit-beings whose intention is to attain certain powers for his survival. Relationship with supernatural being is illustrated by the web of interrelationship of beings: God, divinities, spirits, man and living and non-living things. These interrelation poses an extremely difficult to escape from the mission of Christ with the facts of Traditional Tugen Culture. In our evaluation of culture, three issues come to stake as regards to culture: Is culture Godless in regards to the mission of Jesus Christ? Is culture anti-God of our Lord Jesus Christ or is culture idolatrous? What is wrong following the command to trust in God alone? How can we make Christ to be relevant in the lives of people in the Traditional Tugen culture.

Poor contextualization in handling the traditional Tugen culture will lead to syncretism especially when Christians lean towards traditional Tugen culture due to the fear of the spirit world, but those Christians who have a solid foundation in sound biblical Christianity will have very little influence from a traditional Tugen culture. In the Catholic Church, elders still bless guests in a traditional way. This piece of work intends to provide a road map of doing effective mission within traditional Tugen culture in light of biblical Christianity

Primary authors: Dr KIGEN, Japheth; Dr KIBOR, Esther (Christian)

Contribution ID: 39

Type: **Abstract for Research Paper**

STAKEHOLDERS PERCEPTION ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN TRANS-NZOIA COUNTY, KENYA

The purpose of the study was to determine the perceptions of students and County Government on Technical Vocational Education and Training (TVET) in Trans-Nzoia County, Kenya. The objectives of the study were: to determine the perceptions of trainees on TVET Education and explore the perceptions of County Government on TVET Education in Trans-Nzoia County. The study was guided by the human capital theory. The ontology was constructivist and the epistemology was interpretivist. The research method was qualitative. The research design was phenomenology, and purposive and convenience sampling were applied. A sample of 60 trainees was drawn from five (5) TVET centers in the five (5) sub-counties of Trans-Nzoia County and twelve (12) from the national technical institute in Kitale town. One (1) TVET instructors in each of the institutions was selected. A further 6 principals were sampled. Focus group discussion guide and interview guide were used to collect data. The data was thematically analyzed. The study findings pointed out that trainees had concerns about the resources, trainers and the industrial attachments while stakeholders had concerns on funding and human resource (HR) of the TVET. The county government's perceptions leaned towards increased funding of the TVETs, enhanced marketing of TVETs and the negative perceptions towards TVET Institutions that impacted on youth employment and slow economic development. The study recommends that there is need for more funding of TVETs, recruitment of sufficient and qualified personnel, in addition to proper supervision and guidance by the County and National government. The study also recommends policy revision to enhance change of attitude leading to improved operations and uptake in the various courses offered at TVET Institutions.

Key Words: Stakeholder, Perception, Technical and Vocational Education, trainee, trainer, County Government, National government

Primary authors: Ms WANJIKU, Ann; Dr KIPTALA, Wilson; Dr BLIGNAUT, Sylvan; Dr KIPRUTO, John

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 40

Type: **Abstract for Research Paper**

STUDENT DEMOGRAPHIC FACTORS ON PERCEPTION OF THE INFLUENCE OF GUIDANCE AND COUNSELLING AND SCHOOL ADJUSTMENT IN KEIYO NORTH SUB-COUNTY, KENYA.

The purpose of the study was to investigate student demographic factors on perception of the influence of guidance and counseling and school adjustment in Keiyo North Sub-County, Kenya. The objectives of the study were: to determine gender type and students' perceptions on the

influence of guidance and counselling on school adjustment, school type and students' perceptions on the influence of guidance and counselling on school adjustment and class level and students' perceptions on the influence of guidance and counselling services on their overall school adjustment. The study was guided by the self-perception theory. The ontology was pragmatism and the epistemology was realism. The research method was mixed method. The research design was ex post-facto, random sampling and stratified techniques were applied. A sample of 21 schools and 367 out of the 8001 students in the sub-county secondary schools were selected. A further, 16 participants were purposively selected (one from each class level of the type of school). Questionnaires and interview guides were used to collect data. Descriptive and inferential statistics were used to analyze the quantitative data. The hypotheses were tested at a significance level of 0.05. The qualitative data was analyzed thematically. The major finding of the study was that female students had a higher mean perception (3.6391, SD .06308) than the male students (3.4000 SD .07159). The study concluded that consistency and competence in provision of guidance and counselling services is wanting in secondary schools. Based on the findings of the study, it was recommended that since there exists' significant differences in demographic factors on students' perceptions on the influence of guidance and counselling on their school adjustment, there was need to address the challenges and shortcomings that exist in the provision of guidance and counselling, and encourage the male students to participate in guidance activities.

Primary authors: KIPTALA, Wilson; Dr KIPRUTO, John; Dr KANUS, Evelyn

Track Classification: Current Issues in Education Management and Planning

Contribution ID: 41

Type: **Abstract for Research Paper**

STUDENT EVALUATION OF TEACHING AND LEARNING AS THE NEXUS FOR QUALITY CULTURE IN HIGHER EDUCATION

The increasingly knowledge-driven global economy is making higher education to be a key driver of economic competitiveness. The imperative for institutions of higher learning is, therefore, to improve on employment skills which call for quality teaching as well as the programs. However, many universities focus on public assessments and international rankings whose comparisons tend to overemphasize research, as the unit for institutional value without assessing the quality of teaching. Internally, many universities use overall student ratings in the summative evaluations as the primary faculty evaluation systems. Active involvement by and meaningful input from students is a significant factor in the success of the teaching-learning-evaluation process. Nevertheless, current studies have not looked into the role of students' evaluation in improving the quality of teaching. This study set out to investigate the role of student evaluation in improving the quality of teaching in institutions of higher learning. Cross-sectional research design was utilized where 30 faculty staff and 112 students randomly selected were requested to fill out a self response opinionaire regarding the value of evaluation of lecturers by students. The data was used to triangulate course evaluation form by 876 students for 45 course units that were randomly sampled from a pool of evaluation data in quality Assurance course evaluation database. The results show that students consider an improvement in teaching to be the winning outcome of an educational evaluation system. The second preferred outcome was using teaching evaluations to improve course content and format. Students' motivation to participate in teaching evaluations is also impacted significantly by their expectation that they will be able to provide meaningful feedback. Since quality student input is an essential antecedent of meaningful student evaluations of teaching effectiveness, the results of this study should be considered thoughtfully as the evaluation system is designed, implemented and operated

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Relationship between Provision of teaching Resources and Performance of Instructional Roles in Secondary Schools in Nandi East Sub-County, Kenya

The study sought to address the problem of poor performance of teachers' instructional roles as reflected in national KCSE exams. The study objective was to establish Relationship between Provision of evaluation Resources and teachers' performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. The study adopted correlational research design. Data collection tool was teachers' questionnaire. Reliability of the instrument was tested using test re-test method. It was validated by experts. The target population was secondary school teachers while the accessible population was the 192 teachers teaching in the 30 secondary schools in Nandi East Sub-County. The study used proportionate sampling to categorize respondents into female and male teachers; Boarding and day schools. Proportionate sampling was used to apportion respondents from various schools. Simple random sampling technique was used to sample the actual respondents. The Sample size was 127 teachers in the 30 sampled schools determined by using Krejcie and Morgan table of Sample size determination. The study established that there was a positive and significant relationship between provision of evaluation resources and teachers' performance of instructional roles in secondary schools in Nandi East Sub-County. It was further established that teachers were ineffective in setting, marking, and invigilation of examination and assessments, examination analysis, use of examination analysis software and in giving evaluation feedback to parents in in Nandi East Sub-County. This study recommends that Teachers Service Commission (TSC) of Kenya, Kenya Secondary Schools Heads Association (KSSHA) and Ministry of Education; urgently implement Teacher Professional Development programs. This will be to address Teachers ineffectiveness in setting, marking, and invigilation of examination and assessments in Nandi East Sub-County

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