

KABARAK UNIVERSITY

Education in Biblical Perspective

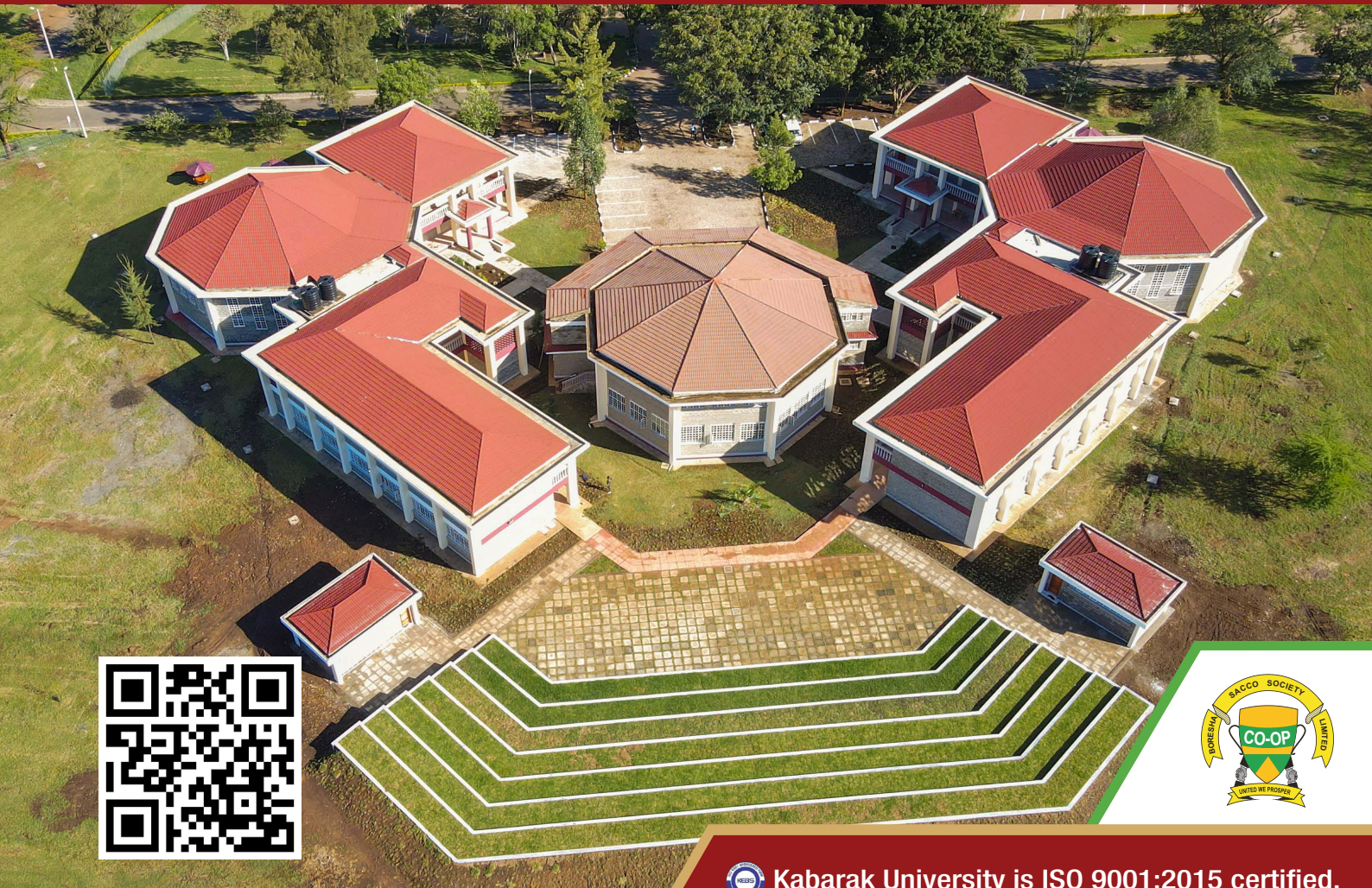


SCHOOL OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES

15TH INTERNATIONAL CONFERENCE ON CONTEMPORARY ISSUES AND PRACTICE IN EDUCATION 2025

14TH - 17TH OCTOBER

PROGRAM AND BOOK OF ABSTRACTS



Kabarak University is ISO 9001:2015 certified.



KABARAK UNIVERSITY | Education in Biblical Perspective

About Us

Kabarak University is a Chartered institution of higher learning that provides holistic Christian-based quality education, training, research and outreach activities for the service of God and humanity. The University was established in the year 2000 by the 2nd President of Kenya, H.E. the Late Hon. Daniel T. Arap Moi, who was also the founding Chancellor. This was as a result of his visionary idea of setting up a Christian University that would meet the demand for higher education in Kenya and offer quality education based on strong moral principles.

Location

Kabarak University Main Campus is located 20 kilometers north of Nakuru City, along the Nakuru-Eldama Ravine highway in a serene, spacious and beautiful environment that makes it ideal for learning. The University has state-of-the-art facilities for teaching, learning, research, accommodation, catering, and sports. The facilities are purpose-built to enhance intellectual, physical, and spiritual growth. Nakuru City Campus is located one kilometer from Nakuru CBD, along Prison Road, off Nakuru-Kabarnet Road.

Vision

To become a centre of Academic Excellence founded on Biblical Christian values.

Mission

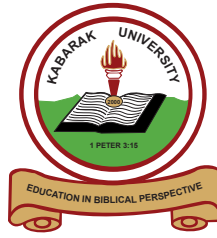
To provide holistic quality education, research and community outreach based on Biblical Christian values.

Philosophy

To provide quality education in Biblical perspective that transforms lives.

Core Values

- ✓ Integrity
- ✓ Professionalism
- ✓ Patriotism
- ✓ Innovativeness
- ✓ Being Mindful of Others



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15TH INTERNATIONAL CONFERENCE ON CONTEMPORARY ISSUES AND PRACTICE IN EDUCATION 2025

Conference Theme:

**Current Trends in Education Management, Policy,
Curriculum Design and Pedagogy**

PROGRAM AND BOOK OF ABSTRACTS

OCTOBER 2025

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Prof. Henry Kiplangat, PhD, MBS, OGW
VICE CHANCELLOR,
KABARAK UNIVERSITY

It gives me great pleasure to welcome you to Kabarak University and to our **15th International Research Conference**. This part of the Conference is being hosted by the School of Education, Humanities and Social Sciences to explore the theme: **Current Trends in Education Management, Policy, Curriculum Design and Pedagogy**. This theme resonates deeply with the transformations shaping education nationally and globally. The emerging technology, globalization and new challenges have brought a paradigm shift in how we teach, learn, and assess the students.

In Kenya, the implementation of the Competency-Based Education (CBE) is one of the most significant educational reforms in recent history. CBE represents a deliberate move from rote learning toward a learner-centered and skills-oriented approach that nurtures creativity, critical thinking, collaboration, and problem-solving. It calls for a fundamental rethinking of pedagogy, assessment, and teacher preparation. I am glad that these issues have been identified for interrogation in this Conference.

Distinguished ladies and gentlemen, beyond CBE, we must reflect on broader trends in education management and policy, including digital transformation, Artificial Intelligence, mental health in learning environments, and ethical leadership in education. The future of learning demands that we integrate technology meaningfully while preserving human connection, compassion, and moral grounding — values that are integral to the vision and mission of Kabarak University.

At Kabarak University, we are proud to contribute to national conversations on curriculum reform and educational innovation through our teaching, research, and community engagement. To this end, our School of Education, Humanities and Social Sciences continues to play a pivotal role in preparing educators who not only master content but also model integrity, creativity, and service.

Distinguished ladies and gentlemen, alongside the Conference on **Current Trends in Education Management, Policy, Curriculum Design and Pedagogy**, we are also proud to host **the International Conference on Psychology and Mental Health**, exploring the theme: **Investing in Mental Health: Innovation and Digitalization for a Sustainable Future**. We are doing this because we are convinced that it is imperative for counselors, psychologists, researchers, and academicians to explore how we respond to one of humanity's most pressing challenges - the mental health crisis of our age. Globally, mental health conditions have reached alarming levels. The World Health Organization (2022) reports that one in every eight people - nearly one billion individuals - live with a mental disorder, depression and anxiety. According to the WHO Report, suicide claims over 700,000 lives annually, many of them young people. The COVID-19 pandemic worsened this crisis, leading to a 25% global increase in anxiety and depression. These figures remind us that mental health should be taken seriously as it is the foundation of individual productivity, community survival, and national

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development. The Sustainable Development Goals (SDGs) recognize this truth. SDG 3 explicitly calls for the promotion of mental health and wellbeing, yet its influence extends far beyond health, it underpins education (SDG 4), gender equality (SDG 5), decent work (SDG 8), and reduced inequalities (SDG 10). In short, there can be no sustainable development without psychological wellbeing.

Distinguished ladies and gentlemen, in Africa, over 116 million people live with mental health conditions, yet governments often allocate less than one US dollar per capita to mental health services each year. The result is a staggering treatment gap, where up to 85% of those in need receive no care. Still, across the continent, professionals are innovating and integrating community approaches, using digital tools, and contextualizing therapy within African cultural realities.

Here in Kenya, progress is visible. The Mental Health Policy 2015–2030 aligns with Vision 2030 and our constitutional right to health. Recent legal reforms decriminalizing attempted suicide are landmark steps toward compassion and justice. Yet, we must admit, policy must be backed by real investment, workforce strengthening, and the decentralization of services if we are to meet growing needs.

Distinguished ladies and gentlemen, the urgency of this conversation has been amplified by recent Gen-Z-led civil unrest in Kenya. Young people, burdened by economic hardship, unemployment, and political frustration took to the streets in search of justice and voice. A GeoPoll (2024) survey showed that over 50% of youth reported heightened anxiety or fear during the protests, while 35% were unable to attend work or school. Many now experience symptoms of collective trauma, chronic stress, fear, and hopelessness.

This is not unique to Kenya. Globally, UNICEF's 2023 study revealed that 60% of Gen-Z youth feel overwhelmed by current events, and over 40% report stigma in seeking help. The digital world that empowers them also exposes them to constant distress. These realities call for urgent intervention and renewed dialogue on how mental health professionals, educators, and policy makers can support a generation in emotional crisis.

This conference is therefore more than an academic exchange - it is a call to action. Together, we must do the following:

- 1) Invest in evidence-based, community-rooted services, integrating mental health into schools, workplaces, and primary care.
- 2) Harness digital innovation - from teletherapy to AI-driven support systems while safeguarding ethics, equity, and data privacy.
- 3) Address emerging threats such as climate anxiety, economic precarity, and social unrest that drive psychological distress.
- 4) Strengthen partnerships between universities, governments, civil society, and faith communities for sustainable impact.
- 5) Empower young people through education, mentorship, and platforms for meaningful participation and healing.

Therefore, distinguished ladies and gentlemen, mental health is not merely a medical issue; it is intertwined with governance, justice, economics, and identity. The Gen-Z movement has reminded us that unresolved social pain manifests psychologically. When left unaddressed, it becomes a societal wound.

With those few remarks, it is my distinct honor to declare the **International Conference on Psychology and Mental Health** and **the International Conference on Current Trends in Education Management, Policy, Curriculum Design and Pedagogy** officially opened.

Prof. Gladys Jerobon Kiptiony

DEAN, SCHOOL OF EDUCATION, HUMANITIES & SOCIAL SCIENCES



It is with great pleasure that I welcome you all to Kabarak University for this important International Conference on Contemporary Issues and Practice in Education. This year's theme — *Current Trends in Education Management, Policy, Curriculum Design, and Pedagogy* — could not be more timely or relevant. As the landscape of education rapidly evolves worldwide, driven by technological advancements, shifting societal needs, and global challenges, it is incumbent upon us as educators, administrators, and policymakers to remain proactive and innovative. The future of education depends on how well we adapt our management strategies, policies, curricula, and teaching methodologies to these new realities.

This conference offers a valuable platform for us to share research, exchange ideas, and collaborate on best practices that can shape the education systems of tomorrow. It is an opportunity to engage critically with contemporary challenges — from inclusivity and equity to digital transformation and sustainability in education.

At Kabarak University, we are committed to advancing education through holistic, evidence-based approaches that empower learners and educators alike. We recognize that effective education management and policy must be rooted in sound research and contextual understanding. Similarly, curriculum design and pedagogy must be dynamic, responsive, and learner-centered to prepare individuals for the demands of a rapidly changing world.

I encourage all participants to actively engage in the discussions, workshops, and presentations over the coming days. Let us harness our collective expertise to contribute meaningfully to the development of education that is innovative, equitable, and impactful.

Thank you for being part of this significant gathering. I look forward to the fruitful outcomes that will emerge from our shared commitment to advancing education.

God bless you all.

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KEYNOTE SPEAKER

Dr. Chris Odindo, PhD

Associate Professor (Student Experience),
De Montfort University, UK

Dr. Chris Odindo is an award-winning higher education leader and AI strategist at the forefront of digital transformation and educational innovation. With a career spanning the UK and Africa, he bridges academic leadership, technology entrepreneurship, and national policy influence. He is the Founder of BAL.AI, an education-focused AI enterprise delivering custom GPTs, adaptive learning systems, and AI adoption roadmaps for universities and government agencies. His leadership has shaped institutional AI strategies in the UK and Kenya and informed national AI taskforces, including Kenya's NRF.AI and the Commission for University Education's AI+ accreditation system.

As Associate Professor at De Montfort University (DMU), Dr. Odindo co-authored DMU's AI Strategy and has pioneered AI-integrated teaching and learning, adaptive learning platforms, and student success initiatives. His innovative approach has improved quality assurance, inclusivity, and student engagement—earning multiple Vice-Chancellor's Distinguished Teaching Awards and the Academic Innovation Project Award for AI in Higher Education.

A sought-after international keynote speaker, Dr. Odindo has addressed forums across the UK and Africa, including the Africa Design Thinking Summit and the UK–Kenya Vice Chancellors Round Table, which he founded to foster research and educational diplomacy.

His work is widely recognized for advancing responsible AI governance, digital pedagogy, and equitable student financing models. Beyond academia, he contributes to public policy on AI in education, health, and cultural heritage, leading efforts to build Kenya's first indigenous-language large language model.



GUEST SPEAKER

Prof Moses Mpiima Kibirango

Director of Quality Assurance, University of Eastern Africa, Baraton

Professor Moses Mpiima Kibirango is the Director of Quality Assurance and Associate Professor of Management in the School of Business at the University of Eastern Africa, Baraton (UEAB). His research interests are centered on education reform, intrapreneurial behavior, business management, and organizational dynamics. He is a published researcher with several articles and case studies to his name, often focusing on business and management topics within the East African context. He has investigated the effect of information systems on employee productivity in Rwanda. His work includes a case study on the “co-evolution journey” of the Makerere University Business School. He has also published research on entrepreneurship and innovation ecosystems. He has published book chapters and numerous peer-reviewed articles, which can be viewed through academic databases like Google Scholar and the AD Scientific Index. According to the AD Scientific Index, Kibirango is a highly-ranked scientist, appearing on lists of top academics within the University of Eastern Africa, Baraton, within Kenya, and worldwide. His profile on Google Scholar lists his publications, citations, and research metrics, such as his h-index and i10-index. He has supervised over 50 successful post graduate students. He has experience in grant proposal writing.

Kibirango has a conviction that integrating God in education and professional programs is a key to prosperity. His main goal is to train efficient and effective future professionals who cherish and integrate ethics in organizational values and functions. Kibirango holds a PhD from Makerere University, Master’s Degree in Economics (MA), a Post-Graduate Diploma in Computer Engineering (PGDCE) and a Bachelor’s Degree in Economics.

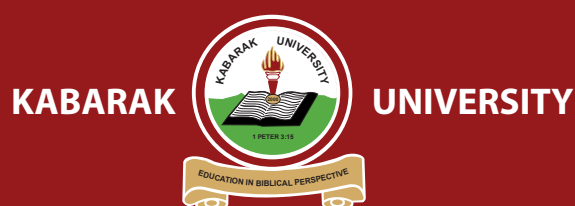


GUEST SPEAKER

Prof. Wendo Nabea

Applied Linguistics & Swahili Studies

Wendo Nabea is a Professor in Applied Linguistics, Swahili studies. He is a social science researcher and a creative writer. He teaches in the Department of Literary and Communication Studies at Laikipia University, Kenya. He has a wealth of experience in University teaching and administration. He is currently the Director Postgraduate Studies at Laikipia University. He did his Bachelor of Arts in Literature and Kiswahili at the University of Nairobi, where he also completed his Master of Arts programme in Linguistics – Swahili Studies. He later joined the University of Vienna, Austria; for PhD studies in Applied Linguistics. He is a member of a number of professional bodies, among them, the Kenya Music Festival and Kenya National Drama and Film Festival through which he gives services as a writer, director, facilitator and adjudicator. He is an author of several literary works and has an array of scientific research publications. His publications that have received great attention among readers include, "Mediation between Linguistic Hegemony and Periphery Languages in the Nobel Prize for Literature," "The Discursive Counter-Power of Internet Memes in Response to the Management of Covid-19 Pandemic in Kenya," and "Language Policy in Kenya: Negotiation with Hegemony."



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15TH INTERNATIONAL CONFERENCE ON CONTEMPORARY ISSUES AND PRACTICE IN
EDUCATION 2025

PLENARY SESSION- OFFICIAL OPENING PROGRAMME:
WEDNESDAY 15TH OCTOBER, 2025

Venue: Auditorium

Time	Activity	Facilitator
8.30am	Registration	KUESA Leaders and students SEHSS
9:00am	Arrival of Management	Welcomed by Dean SEHSS, faculty and students
9.00 – 9.05 am	Kenya National Anthem, East Africa Community Anthem and Kabarak University Anthem	SEHSS Students
9.05 – 9.15 am	Devotional Meditation and opening prayers	Rev. Justus Mutuku, AG. University Provost
9.15 – 9.20 am	Opening Remarks	Dr. Richard C. Moindi, Conference Chair, SEHSS
9.20 – 9.30 am	Welcoming Remarks by Dean, SEHSS	Prof. Gladys Kiptiony
9.30 – 9.35 am	Remarks by DVC (A&R)	Prof. John Ochola, PhD
9.35 – 9.50 am	Official Opening Speech by Vice Chancellor	Prof. Henry Kiplangat, PhD, MBS, OGW
9.50 – 10.20 am	Keynote Speaker	Prof Christopher Odindo, De Mentfort University, United Kingdom
10.20 – 10.30 am	Entertainment, Talent Show and Innovation	Dr. Rose Murundu and Students, SEHSS
10.30 – 10.35 am	Vote of Thanks & awards	Dr. Evelyne Omondi, HoD Education Arts
	Program Moderator	Mr. Lenox Kawai, KUESA President
11:30 am	TEA/LUNCH BREAK	CATERING DEPARTMENT

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EDUCATION CONFERENCE PROGRAMME**THEME:** *Current Trends in Education Management, Policy, Curriculum Design and Pedagogy***STARTING TIME:** 2 PM EAST AFRICAN TIME**VENUE:** HYBRID (KABUO AND ONLINE)Zoom Link: <https://kabarak-ac-ke.zoom.us/j/88071371940?pwd=zDRix6NAB61o4HPySl5Z9b8O4n6wKa.1>**CONFERENCE PARTICIPATION FEE**

Kabarak University Undergraduate Students KES. 1,000

Kenyan Participants KES. 5,000

INTERNATIONAL PARTICIPANTS USD 100

MPESA PAY BILL; **511480**

ACCOUNT NUMBER: conference

OPENING SESSION CHAIR: PROFESSOR BETTY TIKOKO

TIME	ACTIVITY	FACILITATOR
1.30 – 2.00 pm	Registration	Jackline Onginjo
2.00 – 2.05 pm	Devotional Meditation/ and Opening Prayer	Dr. Richard Moindi
2.05 – 2.10 pm	welcoming Remarks	Dr. Evelyn Omondi (HOD, Education Arts)
2.10 – 2.40 PM	Guest Speaker: Current Trends in Education, Management, Policy, Curriculum Design and Pedagogy	Prof. Moses Kibirango Director Quality Assurance University of Eastern Africa, Baraton
2.40 – 2.45PM	Vote of Thanks to Guest	Dr. Bornes Mosonik (HOD, Education Science)
2.50 – 3.10 pm	01 Cosmopolitics of Education in Africa: The Futures aren't Waiting, and neither are the Youth	Jean Claude Zigama Kabarak University
3.10 – 3.30 pm	02 The Great Academic Exodus: Unveiling the Impact of Working Conditions Crisis on Brain Drain in Nigerian Universities: Implication for Educational Management	Odey Clarence Odey, University of Calabar, Nigeria
3.30 – 3.50 pm	03 Impact of Mobile-Assisted Collaborative Learning on the Performance of Pre-Service Biology Teachers Across Different Ability Levels	Gambari, A. I; Owolabi, O. A; Yaki, A. A; Saliman, K. Federal University of Technology Minna & Niger State College of Education Nigeria

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TIME	ACTIVITY	FACILITATOR
3.50 – 4.10 pm	04 Gendered Encounters by Church Missionary Society in Education at Kahuhia Mission Establishment (1922-1961).	Keiro Ann Muthoni, Jafred Muyaka, Margret Kamara University of Eldoret
4.10 – 4.30 pm	05 Leadership and Learning: Assessing Principals' role in Teacher Appraisal and Student Achievement in Kipkelion West	Weldon Kosgei, Everlyn Omondi, Joseph Ondier Kabarak University
4.30 – 4.50 pm	06 Impact of 100% Transition Policy on Classroom Behavioural Management in Public Secondary Schools in Koibatek Sub County, Kenya	Dorcas Kiprop, Betty Tikoko, Henry Kiplangat Kabarak University
4.50 – 5.10 pm	07 Teachers' Perceptions of Socioeconomic Factors and Their Performance of Instructional Tasks in Ganze Sub-County, Kilifi County, Kenya.	Beverly Moraa Osoro, Henry Kiptiony Kiplangat, Frederick B. J. A. Ngala Kabarak University

DAY TWO PAPER PRESENTATIONS (THURSDAY 16/10/2025)

SESSION CHAIR: **DR. JOSEPH ONDIER**

SESSION RAPPORTEUR: **MS LUCY CHEBOR**

TIME	ACTIVITY	FACILITATOR
8.50 – 9.00 am	Devotional Meditation / Opening Prayer	DR. Abel Tinaga
9.00 – 9.20 am	08 Application of ISO 9001:2015 Quality Management System in Quality Assurance in Higher Education in Kenya.	Paul K. Komen, Jackline A. Ong'injo, Antony A. Somba Kabarak University, Kenya.
9.20– 9.40 am	09 Management Structure of Junior Secondary Schools in Kenya: Challenges and Recommendations	Jackline A. Ong'injo, Paul K. Komen, Richard Moindi Kabarak University, Kenya.
9.40 – 10.00 am	10 Principals' Role in Mitigating the Influence of Sociocultural-Economic Background on Students' Academic Performance in Public Secondary Schools in Rongai Sub-County, Kenya	Hildah K. Masioge, Everlyn A. Omondi, Antony M. Somba Kabarak University, Kenya.
10.00-10.20 am	11 Parental Empowerment Through Training on the Implementation of CBC in Public Primary Schools in Baringo Central Sub-County, Kenya	Naomi Jelimo Chepkwony, Lydia Kanake Kobiah and William C. Kipkoros Kabarak University, Kenya
10.20 -10.40	12 Relationship Between Selected Human Resource Management Practices and Teacher Welfare in Primary Schools in Nakuru East Sub-County, Kenya	Wanjala Boniface, Fredrick Ngala, Henry K. Kiplangat. Kabarak University, Kenya
10.40 – 11.00 am	Tea Break	

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TIME	ACTIVITY	FACILITATOR
11.00 – 11.20 am	13 The Impact of Selected Physical Resource Management Challenges on The Implementation of CBC in Public Junior Schools in Baringo County, Kenya	Maldrine Jemutai Tallam, Henry K. Kiplangat, Fredrick Ngala Kabarak University, Kenya
11.20 – 11.40 am	14 Influence of Work Life Balance on The Ascendancy of Women to Leadership Positions in Mixed Secondary Schools in Mt Elgon Sub-County, Kenya	Brian Situbani, Betty Jeruto Tikoko, Jane Langat Kabarak University, Kenya
11.40 – 12.00 pm	15 Challenges Facing Teachers in Using Information and Communication Technology in Teaching Science and Technology in Comprehensive Schools in Baringo-North Sub-County, Kenya.	Korir Jeptoo Maurine, Jean Claude Zigama, Joseph Ondier Kabarak University, Kenya
12.00– 12.20 pm	16 From Homework to Home-Learning: Strengthening Family Engagement for Effective Competency-Based Curriculum Implementation	Lydia Kobiah Kabarak University, Kenya
12.20 – 12.40 pm	17 The Extent to Which Kenya's Junior Secondary School Curriculum Contains Stem Content as a Basis For Her Economic Growth	Wilberforce Njeru Kabarak University
12.40 – 1.00 pm	18 Relationship Between Country-Club Leadership Style and Job Satisfaction Amongst Junior School Teachers in Mogotio Sub-County, Kenya	Shance Jebet, Fredrick. B.J.A Ngala & Dave Bowen Kabarak University
1.00 – 2.00 pm	Lunch Break	
2.00 – 2.20 pm	19 Impact of Performance Management on Resource Utilization and Improved Results in Kenyan TVET Institutions	Paul K. Komen, Jackline A. Ong'injo & Everlyn Omondi Kabarak, Kenya.
2.20 – 2.40 pm	20 The Relationship Between Donor Funding and School Operations in Public Secondary Schools in Nakuru County, Kenya	Faith Adhola, John N. Ochola & Betty J. Tikoko Kabarak University, Kenya
2.40 – 3.00 pm	21 Relationships Between Selected Parental Roles and Effective Implementation of Competency-Based Curriculum in Public Primary Schools in Mogotio Sub-County, Kenya.	Penina J. Cheruiyot, Lydiah K. Kobiah & Joel K. Kiboss Kabarak University, Kenya
3.00 -3.20 pm	22. The Relationship Between Transformational Leadership Practices and KCSE Academic Performance in High and Low Achieving Secondary Schools in Bureti Sub County, Kenya	John K. Kitur, Betty J. Tikoko & Jackson M. Kavoi Kabarak University

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TIME	ACTIVITY	FACILITATOR
3.20 – 3.40 pm	23. Perceived Effects of Land Use Changes on Household Livelihoods in Peri-Urban Areas of Nakuru City, Kenya	Jackline Cherotich Kitur
3.40 – 4.00 pm	24. Efficacy of Digital Worship Practices in Contemporary Kenyan Church	Frashier W. Muthara, Japheth Kigen, & Daniel Lagat
4.00 – 4.20 pm	25. Theological Education in a cross-cultural world	Agnes Ngeny, Catherine Chepkorir Kenya Highlands University
4.20 – 4.40 pm	26. Beyond the Pulpit: Reforming Theological Education to Cultivate a Professional Work Ethic and Combat Financial and Managerial Misconduct in Kenyan Ministry	Catherine Kitur Kabarak University
4.40 – 5.00 pm	27. Introduction of Non-Theological Program to Theological Institutions: A Case of Sports Ministry	Meshack Aburiri Africa International University
5.00 – 5.20 pm	28. A Phenomenological Study of the Perceived Efficacy of Face-to-Face Instruction vs. Online Learning on the Spiritual Formation of Theology Students at Kabarak University	Rev Fredrick Kiproop Kiptoo Kabarak University
5.20 – 5.40 pm	29. The Challenges of Transitioning to Social Health Authority	Joyce Chepkwony, Bomet University
5.40 – 6.00 pm	30. Factors That Lead To Diarrheal Diseases In Kericho West Sub –County	Japhet Kipngeno
	CLOSING REMARKS	Prof. Joel Kiboss
	CLOSING PRAYER	Dr. Mary Kuria

BOOK OF ABSTRACTS

1. COSMOPOLITICS OF EDUCATION IN AFRICA: THE FUTURES AREN'T WAITING, AND NEITHER ARE THE YOUTH

Jean Claude Zigama

Kabarak University

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ABSTRACT

This article explores the cosmopolitics of education in Africa, considering the continent's socio-political complexities and the increasing urgency of youth-led transformation. Against a backdrop of persistent colonial legacies, educational systems in many African nations remain misaligned with the lived experiences, cultural contexts, and aspirations of their young populations. Drawing on decolonial thought, futures studies, and the framework of epistemic justice, the article contends that education in Africa must move beyond static, inherited models and instead embrace plural, co-constructed futures. It critiques the enduring influence of Eurocentric epistemologies embedded in curricula and institutional structures, which continue to marginalize indigenous knowledge systems and suppress alternative worldviews. In response, the article highlights emerging youth-driven educational movements across the continent (from digital innovation hubs and alternative learning platforms to grassroots campaigns for curriculum reform) as exemplars of bottom-up transformation. These efforts reflect a cosmopolitical approach that values multiplicity, dialogue, and co-authorship of educational futures. Central to this vision is the role of youth as agents of change rather than passive recipients of outdated pedagogy. The article further argues for educational models that integrate intergenerational dialogue, culturally responsive pedagogies, and digital literacy as core components of a future-facing, inclusive African education system. Ultimately, the article challenges educators, policymakers, and institutions to co-create learning systems that are dynamic, just, and reflective of Africa's diverse knowledge ecologies and the transformative energy of its youth.

Keywords: cosmopolitics, decolonial education, epistemic justice, youth agency, African futures, indigenous knowledge systems.

2. THE GREAT ACADEMIC EXODUS: UNVEILING THE IMPACT OF WORKING CONDITIONS CRISIS ON BRAIN DRAIN IN NIGERIAN UNIVERSITIES: IMPLICATION FOR EDUCATIONAL MANAGEMENT

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ABSTRACT

The study interrogated the severe brain drain among lecturers in Nigerian universities. The literature is replete with an avalanche of documentary evidence of factors responsible for this plague on the sustainability of the Nigerian university system. However, that remains inadequate. This study highlights the impact of the working condition crisis on the pervasive brain drain syndrome within Nigerian universities arising from the dispute between the Federal Government of Nigeria (FGN) and the Academic Staff Union of Universities (ASUU) based on three research questions. Anchored on the human capital flight theory, the study adopted the time series research design and relied on survey and documentary data collection methods. The population comprised ASUU members, student-leaders and management staff in federal universities and federal civil servants in the Ministries of Education and Labour. Using the cluster sampling technique, the population was grouped into six geopolitical zones of Nigeria. Three zones with a federal university were selected through a simple random sampling technique. Respondents were selected through purposive and accidental sampling techniques. Key informant interviews (KII) and focus group discussions (FGD) were used to get data from 30 lecturers, 60 students and 10 civil servants. Data were analysed using the qualitative descriptive method. The study discusses the FGN-ASUU 2009 Agreement to address the crisis but failed to bring about substantial improvements. Results show that the principal causes are inadequate salaries, delayed payment of earned academic allowances, and insufficient fringe benefits. Recommendations include renegotiating the 2009 Agreement to cushion the syndrome.

Keywords: ASUU, Brain drain, Dispute, FGN, University, Working condition.

3. IMPACT OF MOBILE-ASSISTED COLLABORATIVE LEARNING ON THE PERFORMANCE OF PRE-SERVICE BIOLOGY TEACHERS ACROSS DIFFERENT ABILITY LEVELS

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ABSTRACT

The study investigated the impact of mobile learning assisted collaborative settings on the performance pre-service teachers across different ability levels. The research adopted non-equivalent, non-randomized, pre-test, post-test Quasi-experimental design. Three research questions with four research hypotheses were formulated and test at 0.05 level of significance. Simple random sampling,

purposive sampling, and stratified sampling techniques were adapted in this study. Two research instruments namely: Biology Mobile Learning Application (BMLA) which was the treatment instrument and Biology Achievement Test (BAT) were used in the study. The instruments were validated by experts. Pearson Product Moment Correlation coefficient was used to test the reliability of the BAT and 0.96 reliability coefficient was obtained. BAT was administered as pre-test and post-test to determine students' achievement and ability levels. Data collected were analyzed using Descriptive statistics (mean and standard deviation) to answer the research questions, inferential statistics of ANCOVA was adopted to analyse the hypotheses. Thereafter, Sidak post hoc test was carried out to determine where difference occurs among the groups. Based on the findings, it was recommended that mobile technology-assisted Think-Pair-Share collaborative setting should be used to supplement face-to-face teaching in Colleges of Education in Nigeria. Pre-service teachers should be heterogeneously groups in collaborative settings to enhance the performance of high, medium and low achievers, respectively.

Keywords: Mobile Technology, Think-Pair-Share, Group Writing Assignment, Individualized Learning, Ability Levels

4. GENDERED ENCOUNTERS BY CHURCH MISSIONARY SOCIETY IN EDUCATION AT KAHUHIA MISSION ESTABLISHMENT (1922-1961).

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ABSTRACT

The purpose of this paper is to highlight the role of the Church Missionary Society (CMS) in the development of girl education at Kahuhia Mission during early missionary activities. The study was guided by three following objectives; to trace how the establishment of Kahuhia Mission recognized gender equity in education; to examine the role of gendered education at Kahuhia Normal School (KNS); to explore the role of Kahuhia Mission on social transformation of the Kahuhia community. The study utilized Historical Research Design to give a systematic and coherent narrative of the events under the study. The historical inquiry gave a detailed reconstruction of past events aided in explanation of the gender encounters in education in the Kahuhia establishment during the period (1922-1961). The descriptive survey method was used with oral interviews, observation, and data analysis from secondary sources. The study purposively selected participants who had a direct connection to the relevant information, thus were considered reliable. The secondary sources were used to supplement the gaps in the information that were not exhaustibly covered by the primary sources. The information was evaluated by exposing it to internal criticism and external criticism to check the authenticity of the documents which ensured credibility and trustworthiness. The data was recorded, transcribed, coded and presented under themes. The findings indicated that the CMS played a crucial role in gender education in the area, and brought about social transformation in education and it has helped trained Elementary and Lower Elementary female teachers who have served all over the country. The establishment is revealed as having disseminated gender balanced education at all ages among the Kahuhia community.

Key words: Gendered Education, Missionaries, Missionary Education, Girl Education

5. LEADERSHIP AND LEARNING: ASSESSING PRINCIPALS' ROLE IN TEACHER APPRAISAL AND STUDENT ACHIEVEMENT IN KIPKELION WEST

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ABSTRACT

In January 2016, the Teachers Service Commission introduced Performance Contracting (PC) for Heads of Institutions and Teacher Performance Appraisal (TPA) for teachers, aiming to enhance curriculum implementation and accountability to improve learning outcomes. However, in Kipkelion West Sub-county, student performance has stagnated at a mean of 4.0 since 2016. This study examined the TPA strategies used by secondary school principals and the challenges they face in implementing TPA, to understand the limited impact on student achievement. The objectives were to: determine how regular monitoring of teachers' work influences performance; assess the effect of setting teacher-student academic targets; identify challenges principals face in implementing TPA; and evaluate the strategies principals employ in the appraisal process. The study was guided by Goal-Setting Theory (Edwin Locke) and Equity Theory (John Stacey Adams). The target population included 36 principals, 36 deputy principals, and 37 HODs in public secondary schools in Kipkelion West, Kericho County. Stratified sampling was used to select 18 principals, 18 deputy principals, and 37 HODs. A descriptive cross-sectional survey design was employed, and data was collected using structured questionnaires. Qualitative data was thematically analyzed, while quantitative data was analyzed using descriptive and inferential statistics. Findings indicated that regular monitoring and target-setting had a moderate influence on teacher performance. However, key challenges—such as inadequate resources, lack of training, and teacher resistance—undermined the effectiveness of TPA. The study concludes that these barriers limit TPA's potential to drive academic improvement. Recommendations include enhancing training for both principals and teachers, improving resource allocation, fostering collaboration to reduce resistance, strengthening monitoring systems focused on teacher growth, and aligning performance targets with specific student academic needs.

Keywords: appraisal challenges, appraisal strategies, equity theory, goal-setting theory, school principals, student academic performance, target setting, teachers appraisal.

6. IMPACT OF 100% TRANSITION POLICY ON CLASSROOM BEHAVIOURAL MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN KOIBATEK SUB COUNTY, KENYA

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ABSTRACT

Kenya's 100% transition policy has drastically increased secondary school enrolment in Koibatek Sub-County, reaching 98%. However, this success has strained educational resources, resulting in overcrowded classrooms, inadequate facilities, and teacher shortages that challenge effective behavioural management. Guided by Bandura's Social Cognitive Theory, this study examined the policy's impact on teachers' classroom management practices. A mixed-methods approach was employed, collecting quantitative using questionnaires from 87 teachers and qualitative insights through semi-structured interviews with 29 principals from all public secondary schools in the sub-county, selected via a multi-stage sampling strategy. Regression analysis revealed a significant positive association between the policy's implementation and increased behavioural problems ($r = 0.629$, $p < 0.05$; $F(1,81) = 52.995$, $p < 0.05$). The findings indicate that the policy, while successful in boosting access, has adversely affected the learning environment. The study concludes that mitigating these challenges requires a multi-pronged approach, including targeted teacher training in behavioural management, increased investment in school infrastructure and staffing, and potential policy adjustments to balance access with quality. This research provides critical evidence to inform the decisions of educators, administrators, and policymakers in Koibatek and similar contexts facing the challenges of massified education.

Keywords: 100% transition policy, Classroom behavioural management, Koibatek Sub-County, Bandura's Social Cognitive Theory, secondary enrolment, KCSE performance

7. TEACHERS' PERCEPTIONS OF SOCIOECONOMIC FACTORS AND THEIR PERFORMANCE OF INSTRUCTIONAL TASKS IN GANZE SUB-COUNTY, KILIFI COUNTY, KENYA.

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ABSTRACT

This study sought to assess teachers' perceptions of the impact of socioeconomic factors and their performance of instructional tasks in secondary schools in Ganze Sub-county, Kenya. Teacher effectiveness is central to the quality of secondary education, yet many Kenyan schools continue to post unsatisfactory learning outcomes. Socioeconomic circumstances such as teacher pay, parental engagement and community poverty may influence teachers' motivation and the time they devote to

planning and delivering lessons. This study used a mixed methods descriptive survey design to assess teachers' perceptions of the relationship between socioeconomic factors and their performance of instructional tasks in public secondary schools in Ganze Sub county, Kenya. A stratified sample of 170 teachers and all 21 principals from the 21 public secondary schools in the sub county completed closed ended questionnaires and semi structured interviews. Quantitative data were summarised with frequencies and percentages, while qualitative data were analysed thematically. The findings show that low pay, community insecurity, poverty in students' families and parental disengagement were perceived as major impediments to effective lesson preparation and delivery. Conversely, chores at home and participation in church activities were perceived to have a limited effect. Therefore, policymakers should couple salary reforms with social interventions that reduce poverty and bolster parental education.

Key Words: Instructional tasks, socioeconomic, teachers' perceptions.

8. APPLICATION OF ISO 9001:2015 QUALITY MANAGEMENT SYSTEM IN QUALITY ASSURANCE IN HIGHER EDUCATION IN KENYA.

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ABSTRACT

Higher education institutions in Kenya are increasingly seeking ways to enhance quality assurance amid expanding enrollment and stakeholder demands. This paper examines the application of ISO 9001:2015 Quality Management System (QMS) in quality assurance in higher education, Kenya. It explores how the standard's principles and clauses, including requirements for a quality policy, measurable quality objectives, a process approach, documented information control, internal audits, and corrective actions, can be adopted to strengthen institutional processes and foster continuous improvement. The analysis is grounded in a comprehensive literature review, comparing the ISO 9001 framework with Total Quality Management (TQM) theory. TQM concepts such as customer focus, process-centered management, employee involvement, and data-driven decision-making are used as a lens to evaluate ISO 9001's effectiveness in the academic environment. The paper also addresses why many Kenyan universities and TVET institutions have not fully embraced or sustained ISO certification. Institutional and systemic barriers from resource constraints and lack of top management commitment to cultural resistance and misalignment with academic practices are identified based on literature and case evidence. Conversely, new opportunities arising from ISO implementation are highlighted, such as improved documentation, better stakeholder satisfaction, and enhanced global credibility. The findings indicate that implementing ISO 9001:2015 in higher education provides a structured, evidence-based approach that can improve operational consistency, regulatory compliance, and learner outcomes. However, the success of ISO-based quality assurance depends on commitment to quality culture rather than mere certification. The paper concludes with recommendations for higher education institutions and policymakers on integrating ISO 9001 principles with broader quality management practices to overcome barriers and achieve sustainable quality enhancement.

Keywords: Quality Assurance, ISO 9001:2015, Higher Education, Total Quality Management and Accreditation

9. MANAGEMENT STRUCTURE OF JUNIOR SECONDARY SCHOOLS IN KENYA: CHALLENGES AND RECOMMENDATIONS

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ABSTRACT

The domiciling of Junior Secondary School (JSS) within primary schools in Kenya has created significant governance and instructional challenges. In this model, primary school head teachers, who are largely P1-trained, are mandated to oversee both the primary and JSS sections. However, the JSS wing requires graduate teachers with specialized subject mastery and advanced pedagogical skills. This mismatch in professional qualifications has led to tensions in authority, blurred lines of responsibility, and the risk of compromised instructional quality. The situation has been further complicated by inadequate infrastructure, limited resources, and an increased workload for head teachers tasked with managing two distinct levels of education simultaneously. This study aimed to examine the effectiveness of the current JSS organizational structure within primary schools, to identify the leadership and resource challenges it presents, and to propose evidence-based recommendations for strengthening school governance in line with the objectives of the Competency-Based Curriculum (CBC). The study employed a desktop research methodology, relying on secondary data drawn from government policy documents, Teachers Service Commission (TSC) guidelines, Kenya Institute of Curriculum Development (KICD) reports, and academic literature on educational leadership and school management. The sample comprised relevant national policy frameworks and recent empirical studies on CBC implementation in Kenya and comparable education reforms within the region. Content analysis was used to identify recurring themes relating to leadership, teacher qualifications, infrastructural capacity, and policy gaps. The findings indicate that while domiciling JSS in primary schools promotes continuity for learners and expands access, it burdens head teachers, exposes infrastructural inadequacies, and fuels professional tensions between P1-trained administrators and graduate JSS teachers. The study recommends differentiated leadership training, the appointment of specialized deputies for JSS, increased resource allocation, and policy reforms that harmonize leadership authority with professional qualifications to ensure effective CBC implementation and improved learner outcomes.

Keywords: Junior Secondary School, Management Structure, Competency-Based Curriculum, School Leadership Structure, Governance.

10. PRINCIPALS' ROLE IN MITIGATING THE INFLUENCE OF SOCIOCULTURAL-ECONOMIC BACKGROUND ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN RONGAI SUB-COUNTY, KENYA

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ABSTRACT

Sociocultural-economic background (SEB) is a significant determinant of students' academic performance. This study examined the role of school principals in mitigating the influence of SEB on students' academic performance in public secondary schools in Rongai Sub-County, Nakuru, Kenya. The study employed descriptive survey design targeting 49 principals and 3,587 Form Four students. Informed consent was obtained from the principals before the study. A census method was used for principals, while 360 students were randomly sampled. Data was collected through principal interviews and student questionnaires. Qualitative data was thematically analyzed and quantitative data summarized using descriptive statistics. Most students acknowledged the principals' efforts in promoting counseling, mentorship, cultural diversity, identifying needy cases, facilitating bursaries, securing donations, and easing financial pressures through flexible school payment options. The principals highlighted their roles in establishing support systems, instilling discipline, engaging parents and seeking partnership with organizations to support the students' performance. However, persistent retrogressive cultural practices, limited resources, and weak parental involvement remain key barriers to student performance. Principals in Rongai Subcounty use multiple strategies to mitigate the negative impact of SEB on student academic performance. The study recommends strengthening student support systems, enhancing parental engagement, and deepening partnerships to sustain students support and academic performance.

11. PARENTAL EMPOWERMENT THROUGH TRAINING ON THE IMPLEMENTATION OF CBC IN PUBLIC PRIMARY SCHOOLS IN BARINGO CENTRAL SUB-COUNTY, KENYA

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ABSTRACT

This article examines parental empowerment through training on the implementation of CBC. Parents have globally been acknowledged as crucial stakeholders in curriculum implementation. In Kenya parents are key stakeholders in curriculum implementation yet little is known about their empowerment on the implementation of Competency Based Curriculum (CBC). Thus, this study aimed at assessing parental empowerment on the implementation of CBC. The underpinning theory is Epstein theory. Descriptive survey design was used. The study targeted 124 Head teachers, 124 Grade Six class teachers and 2426 Grade Six parents from 124 public primary schools in Baringo Central sub County. Slovincs formula was used to get the sample size of 344 Grade Six parents and systematic random sampling was used to select them. Questionnaires were administered to 38 grade six class teachers and 344 Grade

Six parents. Interviews were conducted with 38 head teachers in public primary schools in Baringo Central Sub-County. Content, face validity and construct validity were used to check the validity of the research instruments, Cronbach Alpha was used for reliability. Data was analysed using SPSS Version 29. Inferential tests such Pearson's correlation was used. The study found out that there is a significant association between parental empowerment through training and the implementation of CBC with a significant value of $p = 0.001 < 0.05$. The study concluded that parents were not adequately trained on CBC and that parental empowerment is key for the success of CBC. This study recommends schools in collaboration with Ministry of education to provide more seminars, workshops for parents on their roles in CBC.

Keywords: Parent empowerment, parent training, curriculum implementation, Competency based curriculum

12. RELATIONSHIP BETWEEN SELECTED HUMAN RESOURCE MANAGEMENT PRACTICES AND TEACHER WELFARE IN PRIMARY SCHOOLS IN NAKURU EAST SUB-COUNTY, KENYA

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ABSTRACT

Improving teacher welfare was recognized as a critical factor for enhancing performance and retention in schools. This study examined the relationship between human resource management (HRM) practices and teacher welfare in public and private primary schools in Nakuru East Sub-County, Kenya. Guided by Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and the Resource-Based View (RBV), the study adopted a descriptive research design. Teachers from both public and private primary schools were sampled through stratified random sampling to ensure representativeness. Data were collected using structured questionnaires and analyzed using descriptive and inferential statistics, including correlation and regression analysis. Findings revealed that compensation practices had a moderate but statistically significant positive relationship with teacher welfare ($M = 3.15$, $SD = 0.921$). Performance-based pay emerged as the strongest motivator, with 96.2% of teachers agreeing it enhanced morale ($M = 3.98$, $SD = 0.857$). Similarly, 87.5% reported that bonus schemes based on performance existed ($M = 3.53$, $SD = 0.876$), while 86.3% affirmed the presence of teacher reward programs ($M = 3.54$, $SD = 0.930$). Educational support for teachers' children was acknowledged by 73.1% ($M = 3.21$, $SD = 0.985$). However, core benefits were less favorably rated: only 66.6% agreed that health insurance was provided ($M = 3.03$, $SD = 1.016$), 65.8% affirmed retirement benefits ($M = 3.01$, $SD = 1.003$), and 65.1% recognized housing allowances ($M = 2.96$, $SD = 1.003$). The weakest areas were salary fairness, agreed upon by just 43.9% ($M = 2.51$, $SD = 0.816$), and leave allowances, affirmed by 50.4% ($M = 2.57$, $SD = 0.760$). The study concluded that while incentive-based compensation practices significantly boosted teacher morale, widespread dissatisfaction with salary structures, allowances, and core benefits remained a pressing challenge to sustainable teacher welfare.

Key words: Human Resource Management, Teacher Welfare, Compensation, Performance-Based Pay, Incentives.

13. THE IMPACT OF SELECTED PHYSICAL RESOURCE MANAGEMENT CHALLENGES ON THE IMPLEMENTATION OF CBC IN PUBLIC JUNIOR SCHOOLS IN BARINGO COUNTY, KENYA

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ABSTRACT

This study will focus on to determine the impact of selected physical resource management challenges on the implementation of CBC in public junior schools in Baringo County, Kenya. Despite the government's efforts to bring the system to CBC to fruition the program faces substantial blockade, especially in the areas of marginalization. Studies that have been done before have been mainly about Curriculum content and pedagogical approaches and there is very little that has been done on the impact of selected physical resource management challenges on the implementation of CBC in public junior schools in Baringo County, Kenya. This study will close the gap by assessing the impact of selected physical resource management challenges on the implementation of CBC in public junior schools in Baringo County, Kenya. The research design to be used in the study will be descriptive and the target population will include school headteachers, teachers and sub county directors of education in Baringo County. The sample size is estimated to be about 317 respondents based on Krejcie and Morgan (1970) sample size determination table from a total population of 1,739 individuals, including 532 head teachers, 1,200 junior school teachers and 7 sub county directors (all the directors are considered key informants). The sampling technique used will be stratified random sampling so that each subgroup is proportionate. In addition, the number of schools in each sub county will be taken into account in allocation through proportionality among the seven sub counties. Questionnaires and interviews will be conducted to collect the data, the reliability and validity of instruments to be ensured through a pilot study. Descriptive and inferential statistics will be used in the analysis of quantitative data, and the thematic analysis will be used to analyze qualitative data. This study will produce important findings to help overcome resource management challenges in order to better educational outcomes in marginalized communities. These results will be disseminated through academic and policy briefs and publications to bring attention to strategies for improving the implementation of CBCs among policymakers and educators.

Keywords: physical resource management, implementation, public junior schools and Children and Baringo County, Kenya.

14. INFLUENCE OF WORK LIFE BALANCE ON THE ASCENDANCY OF WOMEN TO LEADERSHIP POSITIONS IN MIXED SECONDARY SCHOOLS IN MT ELGON SUB-COUNTY, KENYA

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ABSTRACT

Gender disparity in educational leadership has been a problem in secondary schools in Kenya, whereby the gender gap has been in favor of men with few women in secondary school leadership. The study examined influence of work life balance on the ascendancy of women to leadership positions in mixed secondary schools in Mt Elgon sub-county, Kenya. The target population was 71 respondents across the 13 Sub County mixed secondary schools in Mt Elgon South Sub County. Census and purposive sampling methods was used to choose the study participants. The sample size for the study was 60 for female teachers and school principals. The data was collected through questionnaires for female teachers and interview schedules for school principals . Both quantitative and qualitative data was collected for the study. Descriptive statistics was used, including standard deviations, frequencies, percentages, and mean. The statistical package for social science (SPSS version 29) was utilized for data analysis. Qualitative data analysis was performed using Nvivo software. The hypothesis; the influence of work-live balance on women's ascendancy to positions of leadership is not statistically significant was rejected. The study established that many women teachers struggled to balance professional duties with domestic responsibilities due to heavy workloads, weak institutional support systems, and lack of flexibility. The study concludes that women's underrepresentation in school leadership is largely shaped by unsupportive environments, socio-cultural barriers, and self- perception challenges rather than lack of competence. The study recommends schools to rebalance and cap teaching loads and redistribute non-teaching duties fairly so that no teacher is overburdened. Addressing these barriers will not only improve gender equity in leadership but also strengthen the quality of educational management in Mt. Elgon Sub County.

Keywords: Leadership, Work-Life Balance, Ascendancy of Women, Leadership Positions

15. CHALLENGES FACING TEACHERS IN USING INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING SCIENCE AND TECHNOLOGY IN COMPREHENSIVE SCHOOLS IN BARINGO-NORTH SUB-COUNTY, KENYA.

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ABSTRACT

ICT has become within very short time one of the basic building blocks of the modern society. Many countries now regard ICT concept and skills as part of core of education as it helps in providing access to information, promoting communication and collaboration, facilitate showcasing complex concepts, and personalized learning. However, Integrating ICT in teaching science and technology has been a daunting challenge in developing countries like Kenya. This is because of several challenges that teachers face such as inadequate training, lack of infrastructure, teacher low self-efficacy, and

Negative attitude toward ICT among others. The purpose of this research was to investigate the challenges facing teachers in using ICT in teaching science and technology in comprehensive schools in Baringo-North Sub-county, Kenya. The objectives of the study were: To examine how teachers' lack of infrastructure affect the use of ICT in teaching science and technology in comprehensive school, To assess how adequate teacher training affect ICT use in science and technology in comprehensive schools and To determine the influence of teachers attitude toward the use of ICT in teaching science and technology in comprehensive schools in Baringo-North Sub-county, Kenya. Digital divide theory by Van Dijk guided this study. The study used a mixed method design where data was collected qualitatively by use of in-depth interviews and systemic observation. The sample size consisted of 97 head teachers and 127 science and technology teachers making a total of 224 sample size. The sample size was arrived using Yemane formula suggested by Anokye Adam. Simple random sampling was used to select comprehensive schools to be used for sampling and purposive sampling was used to select school heads and science on common themes and patterns. The study concluded that the challenges affected the use of ICT in teaching science and technology in comprehensive schools in Baringo-North Sub-County, Kenya. The study therefore recommends stakeholders such as ministry of education, Kenya Institute of Curriculum development, Teachers service commission among others to increase ICT infrastructure in schools, Enhance more teacher training, strengthen technical support, motivate teachers and educate on the importance of using ICT in teaching science and technology among others.

Keywords: Challenges, Information and Communication Technology, Science and technology, comprehensive schools.

16. FROM HOMEWORK TO HOME-LEARNING: STRENGTHENING FAMILY ENGAGEMENT FOR EFFECTIVE COMPETENCY-BASED CURRICULUM IMPLEMENTATION

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ABSTRACT

Competency-Based Education (CBE) in Kenya seeks to develop well-rounded students with the skills, knowledge, values, and attitudes relevant to the 21st century. Unlike traditional content-focused education, CBE promotes real-world learning, critical thinking, creativity, and problem-solving. This shift is particularly evident in learning beyond the classroom. While homework has traditionally reinforced classroom learning, it does not always align with CBE's learner-centered approach. This paper reviews research and policy on family involvement and home learning to explore how home-based learning can evolve. It advocates for a transition from conventional homework to home-learning, where families actively support students through practical and culturally relevant activities. The paper also examines strategies to strengthen family-school partnerships, addresses challenges such as economic disparities, limited parental awareness, and restricted access to technology, and offers solutions to these issues. By recognizing the home as an integral part of the learning environment, the study concludes that family involvement in home-learning is essential for successful CBE implementation and long-term student achievement.

Keywords: Competency-Based Education, family engagement, home-learning, parental involvement, CBC implementation

17. THE EXTENT TO WHICH KENYA'S JUNIOR SECONDARY SCHOOL CURRICULUM CONTAINS STEM CONTENT AS A BASIS FOR HER ECONOMIC GROWTH

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ABSTRACT

Kenya's national income grew at 5 percent in 2024 and according to Government Reports the results has been low youth unemployment which led to June 2024 youth riots in Nairobi. Macro- Trends (2024) reports that Kenya manufacturing output in 2019 grew at 7.9 percent, and fell in subsequent years: 2020 was 7.6 percent and in 2021 was at 7.36 percent. According to Statistica (2024) in 2022 the share of industry to GDP was 17.66 percent and that of agriculture was 21.17 percent and the service industry share was 55.06 percent. Kenya being part of East African region, employment in the industrial sector was 11 percent (Statista, 2024). The statistics indicates that the industrial sector which is the main source of employment is growing at a slow pace in Kenya. (Njeru, 2025). One way of reducing the unemployment is by increasing the manufacturing sector in Kenya. The industrialization is tied to realization of Kenya "Vision 2030" (Republic of Kenya, 2008). This vision is closely related to rising of quality of education in Kenya. Raising the education quality is having a culture of continuous technological innovation which is science based. Quality education envisages the increased technological advancements which is based on increased enrolment of students in science, technology, mathematics and Engineering courses at various levels of education including basic education, and specifically, enrolment and graduation at higher education and at Ph.D. levels. Also the increases of publication and citation of scientific papers at international conferences by peer reviewed journals and increased patents from Kenya scientists and industrialists is a plus for realizing vision 2030. The realization of quality education has been implemented by the ministry of education through Competency Based Education. Competence based education is skill based. The extent to which Kenya implements the new education system 2-6-3-3-3(Republic of Kenya,2013) will to a large degree determine the raising of manufacturing sector share of Gross National Product from 7.5 percent to take off stage of above 10 percent. Where there are will be increased exports of industrial products and related services. The study uses content analysis of existing texts used in Grade 4, 5, 6 in Primary level and Grades 7, 8 and 9 in Junior Secondary section (Targeter, 2018) . Basically, the investigation is about the extent of content of Science, Technology, Engineering and Mathematics (STEM) subjects in these two levels. The paper has established that some reforms need to be done on teacher education, curriculum and efficiency. The study will be of use to scholars in education and policy makers to improve the quality of education in Kenya.

Key Words: Economic growth, Kenya "Vision 2030", Quality Education, Science and Technology, Competence Based Education.

18. RELATIONSHIP BETWEEN COUNTRY-CLUB LEADERSHIP STYLE AND JOB SATISFACTION AMONGST JUNIOR SCHOOL TEACHERS IN MOGOTIO SUB-COUNTY, KENYA

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ABSTRACT

This study focuses on the relationship between country-club leadership style and job satisfaction. Job satisfaction in education is essential for attainment of good performance, therefore there is a need to employ appropriate leadership style that ensures teaching and non-teaching staff are satisfied beyond achieving good performance. Low job satisfaction has been demonstrated through many strikes by junior school teachers experienced in the two consecutive years and the most recent in June 2024 which lasted for three weeks. These series of strikes raise great concern over teacher's job satisfaction and workload and the quality of education in junior schools. This study was guided by the following objectives: To establish the relationship between country-club leadership style and job satisfaction amongst junior school teachers. The study was guided by Herzberg -two factor theory of motivation and this study will adopted correlational research design. The target population in this study was set be 283, which included 78 head of institutions (HOIs) and 205 junior school (JSS) teachers from 78 schools in Mogotio Sub- County, Baringo County, Kenya. This study adopted stratified sampling and random sampling to obtain the sample of 135 JSS teachers and 45 HOIs a total 180 participants in 45 schools in selected from six zones in Mogotio Sub County. The interview schedule and questionnaires was used to collect pilot study was conducted to assess the reliability of the tool, Cronbach alpha of 0.816 was attained which is acceptable limit. Quantitative data was analysed using descriptive statistics such as, frequencies, and percentages were used to analyse data. While inferential statistics of Pearson correlation coefficient was used to show the strength of relationship of variables under the study and regression analysis to show the relationship. Qualitative data from interviews was be organized into themes established per the objectives of the study. The findings indicated that the country-club leadership style had a generally positive effect on teacher job satisfaction. The results of the study is useful to Ministry of Education, Teachers Service Commission, policy makers, and board of management and school administrators on leadership and management styles to increase teacher job satisfaction.

Key Words: country-club leadership, Job satisfaction, Management, Junior School Teachers,

19. IMPACT OF PERFORMANCE MANAGEMENT ON RESOURCE UTILIZATION AND IMPROVED RESULTS IN KENYAN TVET INSTITUTIONS

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ABSTRACT

Performance management in Kenya's Technical and Vocational Education and Training (TVET) institutions through performance contracts and performance appraisals has been implemented to enhance accountability, resource utilization, and service delivery. Performance contracting was introduced in the late 2000s (circa 2008/2009) for public tertiary institutions, aiming to improve the use of resources and results in these institutions. Individual performance appraisals for staff were introduced around 2019 as part of public sector reforms aimed at strengthening personnel performance management. This study analyzes key components of the performance management cycle, including target setting, quarterly and mid-year reviews, supervision and self-appraisal processes, reward and sanction frameworks, and performance improvement plans, and how they translate into institutional improvements. Using a desktop research methodology, the paper reviews policy documents and empirical studies on Kenyan TVET performance management. The findings indicate that performance contracting has led to some improvements in the utilization of teaching and learning resources and that structured performance appraisals correlate with better service delivery (e.g., fewer customer complaints). However, the impact is not uniformly felt: challenges such as inadequate training on the system, limited resources, inconsistent target-setting, and perceptions of the process as a formality have constrained the full realization of benefits. The discussion highlights that while performance management provides a framework for prudent resource use and a results-oriented culture, its success depends on effective implementation, staff buy-in, and continuous improvement of the process. The paper concludes with recommendations for strengthening training, involvement, feedback, and resource support to ensure performance management truly drives positive outcomes in Kenya's TVET institutions.

Key Words: Performance Management, Performance Contracting, Performance Appraisal, Target Setting and Resource Utilization

20. THE RELATIONSHIP BETWEEN DONOR FUNDING AND SCHOOL OPERATIONS IN PUBLIC SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA

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ABSTRACT

Public secondary schools in Nakuru County have consistently not been able to mobilize funds for their operations over the years. The inability to mobilize adequate funds not only affects school budgets but also core functions such as teaching and learning. Income diversification is among the strategies that schools can adopt to mitigate against financial constraints. This paper investigated the relationship between donor funding and operations of public secondary schools in Nakuru County. The study was

anchored on the Resource-Based Theory and adopted the correlational research design. The target population was 365 public secondary school principals and the same number of bursars in Nakuru County. The accessible population comprised of 102 principals and 102 bursars from Bahati, Gilgil and Nakuru Town East sub counties. A sample of 51 principals and 51 bursars, selected using the census method in National, Extra County and county schools and simple random sampling for the sub county schools participated in the study. A bursars' questionnaire and principals' interview guide were used to collect data. The face and content validity of the bursars' questionnaire and principals' interview guide were checked through expert judgement. The reliability of the bursars' questionnaire was estimated using the Cronbach Alpha method. The instrument was reliable as its coefficient was 0.762. Qualitative data was analysed thematically through the inductive method. Hypotheses were tested at the .05 level of significance using the Person's Correlations. The financial support by donors was low as it was rated at 2.34 out of 5. The findings further showed that the relationship between donor funding and school operations was positive but not statistically significant, $r(29) = .152, p = .415$. The study concluded that financial support by donors does not affect school operations. This finding may assist school managers come up with alternative measures that help schools reduce disruptions to their calendar due to financial challenges.

Key words: donor funding, school operations, Cronbach Alpha method, Pearson correlation, face and content validity.

21. RELATIONSHIP BETWEEN SELECTED PARENTAL ROLES AND EFFECTIVE IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN MOGOTIO SUB-COUNTY, KENYA.

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ABSTRACT

This article establishes the relationship between selected parental roles and the effective implementation of the Competency-Based Curriculum. The Kenyan government changed the 8-4-4 system of education to a Competency Curriculum (CBC), to ensure that education is useful and responsive to community needs, and that will enhance students' technical abilities and unique capabilities. The study purposed to establish the relationship between selected parental roles and effective implementation of the CBC in public primary schools in Mogotio Sub-County. It was guided by the following objective: To establish the relationship between parents' roles in supervising learners' homework, and effective of CBC implementation in public primary schools in Mogotio Sub-County. This study focused on public primary schools in Mogotio Sub-County and utilized Epstein's (2018) six types of parental roles. This study targeted population consisting of 4400 parents of grades 5 and 6, 110 head teachers, 440 class teachers in the 110 public primary schools, and 8 CSOs in the eight zones. This study adopted mixed methodology and applied a descriptive research design survey, which involves using quantitative research methods to collect and analyze data. The study had a sample size of 322, which comprised 215 parents of grades five and six, 66 class teachers, 33 head teachers, and 8 curriculum support officers. Questionnaire and interviews were used to collect data. A pilot study was conducted amongst 15 respondents, the validity of the research instruments was determined, and the reliability of the questionnaires was determined through the split-half method,

and a Cronbach's alpha coefficient of 0.7 was obtained. Qualitative data were analyzed thematically, whereas quantitative data were summarized using percentages and frequencies, and the Chi-square test was used to test the hypotheses. This was facilitated by the Statistical Package for Social Sciences (SPSS) Version 28. The study established that there exists a statistically significant relationship between parents' roles in supervision of homework and effectiveness of implementation of CBC ($r = 0.220^{**}$, $p < 0.01$). The study concludes that parents in Mogotio sub-county engage in CBC implementation by supervising homework. However, their roles are inconsistent and below the maximum potential, with some parents lacking the willingness to volunteer for school improvement. The study recommends that to enhance parental involvement in homework supervision, schools should provide weekly progress reports and schedule parent-teacher conferences.

Keywords: Parental roles, effective implementation of CBC.

22. THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP PRACTICES AND KCSE ACADEMIC PERFORMANCE IN HIGH AND LOW ACHIEVING SECONDARY SCHOOLS IN BURETI SUB COUNTY, KENYA

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ABSTRACT

Leadership is one of the key determinants of education success. This paper focuses on Inspirational Motivation as a transformational leadership in secondary schools in Bureti Sub-county, Kenya, and aims at confirming whether the robustness of the secondary school performance, in terms of Kenya Certificate of Secondary Education (KCSE) examination success, is linked to high or low levels of inspirational motivation in schools. Its effectiveness has been mentioned in many studies, but the interplay between them and educational attainment differed according to contexts. The current study attempts to address the remaining research deficiency by examining the ramifications of Inspirational Motivation of principals on academic attainment in high and low quality schools in the region in KCSE. The correlational research design helped to inquire into the relationships between Inspirational Motivation and academic performance in Bureti Sub-county. A total of ten secondary schools were purposely curated as the study sample, based on the level of performance. The absence of a significant relationship can be explained by several reasons. It is possible that Inspirational Motivation would prove more effective when combined with other leadership behaviours to make it a more comprehensive leadership style, including Intellectual Stimulation and idealized influence. The interviews did highlight meaningful lessons regarding the principals' leadership practices; however, without statistical triangulation, the conclusions drawn from the qualitative work hold less weight. Overall, Inspirational Motivation was averagely rated among teachers and principals in Bureti Sub-county, but it had no significant effect on students' performance in KCSE. Overall, these findings suggest that while Inspirational Motivation is important for describing school culture and teacher participation in the school, it does not have a transformative effect on student performance, according to the context described here. Following the results of the empirical study in this paper, it is reasonable to recommend that principals in the Bureti Sub-county should consider an even more integrative model of transformational leadership, namely, the synergetic consolidation of Inspirational Motivation

with intellectual stimulation and idealized influence in order to promote academic performance. Moreover, the educational policy makers must focus on resource distribution activities, which are aimed at developing the leaders with the necessary competencies so that they would be able to apply such behaviors of leadership.

Keywords: Transformational leadership, inspirational motivation, Idealized, individual consideration and Intellectual stimulation

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ABSTRACTS FOR HUMANITIES & SOCIAL SCIENCES AND THEOLOGY EDUCATION

23. PERCEIVED EFFECTS OF LAND USE CHANGES ON HOUSEHOLD LIVELIHOODS IN PERI-URBAN AREAS OF NAKURU CITY, KENYA

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ABSTRACT

High rates of population growth in cities is a global phenomenon. Nakuru City is one of the fastest growing cities in Eastern Africa. The city, performs administrative, educational, tourist, industrial, commercial, medical and transport functions. These diverse functions of the city attract an influx of people that impacts on the growth of Nakuru City, causing notable effects on land use patterns in its peri-urban zones which in turn affect households' livelihoods. The study sought to find out the perceived effects of land use changes on households' livelihoods in peri-urban areas of Nakuru city. Household survey research was conducted where three hundred and eighty-five households were selected for study. Purposive sampling was used to select 3 study locations, Kiamaina, Lanet Umoja and Ngata out of seven locations, Barut, Lanet- Ummoja, Kiamaina, Ngata, Kiamunyi, Viwanda and Mbaruk which surround the city council of Nakuru. Random sampling was used to select three hundred and eighty-five households from the study areas. Cross tabulations and calculation of percentages were used to determine the perceived effects of land use changes on households' livelihoods. The results disclosed that the expansion of built-up area and agricultural land has a positive influence on livelihoods as perceived by the households of peri-urban areas of Nakuru city. However, it also has negative effects on natural resources such as reduced access to water and healthy living environment. This study contributes towards achievement of the Kenya's vision 2030 which aim at providing high quality life, clean and secure environment to all through inclusive and participatory stakeholder consultative process involving all Kenyans. Appropriate measures need to be employed to reduce the rapid change in land use and to integrate environmental conservation with human livelihoods.

24. EFFICACY OF DIGITAL WORSHIP PRACTICES IN CONTEMPORARY KENYAN CHURCH

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ABSTRACT

The rapid turn of events in the contemporary world, usually lead to emergence of issues that affects humans in one way or another. The most pertinent, of those issues, are those which touch on religious dimensions of a society. The shift to digitization of worship in Kenya, which emerged recently, but which gained popularity during the COVID-19 lockdowns, have led to questions on whether those practices are efficacious, and whether

they can replace physical presence and participation of a congregation in worship. Kilonzo et al (2021) opine that there is great possibility of adaptability of faith communities through media-based worship, and that the long held myths about the necessity of physical religious gatherings for authentic spirituality have been challenged and countered. This was a documentary study, which sampled published materials in Kenya and beyond, and sought to answer the question on whether digital worship as practiced in Kenya would be acceptable and efficacious, in similar ways as the traditional worship practice has been understood. Major findings include: while there are challenges in adopting digital worship in Kenya, due to possible abuse of gadgets and internet, lack of connectivity, challenges in technological know-how, and availability of necessary technological gadgets, digital worship cannot be entirely wished away, or be regarded as evil. Digital worship enables those who are unable to attend church service, because they are in isolation, travelling, or at work, to continue participating, which enables them to find fulfilment. Furthermore, the study found that more training and exposure seminars need to be given to church leaders and ministers, on ways how they can make the most of technology, for example projecting their sermons, use of images, and management of internet use. It was found that, digitized worship services in churches that had sufficient tech-savvy support teams and well-informed pastors, resulted in congregations that felt more fulfilled, attending those digitized worship services, than if they had attended traditional ones.

Key words: digital altars, digitized worship, efficacy, contemporary issues, religiosity

25. THEOLOGICAL EDUCATION IN A CROSS-CULTURAL WORLD

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ABSTRACT

In an era of globalisation and digital transformation, a rapid interconnectedness of cultures, economies, and technologies is shaping the landscape of ministry both globally and locally. In Africa, these shifts are redefining leadership expectations in the Church and broader society and reshaping theological education, particularly in Kenya, which is the focus of this study. Historically, the Church has played a fundamental role in shaping education in Kenya, with theological institutions rooted in missionary work and church-based models. While these models emphasised spiritual and doctrinal formation, they now face increasing pressure to adapt to changing ministry realities. Today, theological graduates encounter ministry in multiculturally diverse, ethically complex, and digitally connected environments. These dynamic settings demand leaders who can navigate intercultural relationships, ethical tensions, and emerging modes of communication. While theological institutions in Kenya provide strong biblical and doctrinal foundations, concerns persist about whether current curricula sufficiently address the leadership, relational, and adaptive skills required in today's ministry settings. This evolving landscape calls for a critical assessment of how theological education responds to global realities and contextual demands. Examining the lived experiences of theological graduates engaged in ministry will offer a valuable lens to identify gaps between theological training and real-world encounters. To capture these insights, this study employs Interpretative Phenomenological Analysis (IPA) to examine how theological graduates in urban churches in Nairobi, Kenya, experience and apply their training. The research will use semi-structured interviews and an adapted Ministerial Effectiveness Inventory (MEI) to explore graduates' engagement across five key domains: spiritual leadership, biblical teaching, pastoral care, organisational competence, and public engagement. Findings will generate insights

for curriculum development, leadership training, and advancing transformative theological education that prepares graduates for faithful and competent service in the Church and society.

Keywords: theological education, globalisation, curriculum development, ministerial effectiveness, interpretative phenomenological analysis, multi-cultural environment.

26. BEYOND THE PULPIT: REFORMING THEOLOGICAL EDUCATION TO CULTIVATE A PROFESSIONAL WORK ETHIC AND COMBAT FINANCIAL AND MANAGERIAL MISCONDUCT IN KENYAN MINISTRY

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ABSTRACT

This paper explores the critical intersection of theological education and work ethics in addressing contemporary challenges within Kenyan ministry. While traditional theological training has largely focused on biblical interpretation, doctrine, and spiritual formation, it has often neglected the development of a robust, professional work ethic essential for navigating the complexities of modern church leadership. This deficit contributes significantly to a range of issues, including financial mismanagement, lack of accountability, leadership burnout, and a culture that sometimes elevates charisma over character and competence. Drawing from a variety of sources from Kenyan churches and existing literature on organizational leadership and ministerial ethics, this paper argues for a paradigm shift in theological curricula. It proposes that theological education should be reformed to integrate principles of sound financial management, human resource practices, and good governance. The core argument is that viewing ministry not only as a divine calling but also as a professional responsibility can mitigate some of the most pressing challenges facing the Kenyan church. The paper will specifically examine how a reformed curriculum can equip future pastors and ministry leaders to combat financial impropriety by instituting transparent accounting systems and practicing sound stewardship. Furthermore, it will address the challenge of leadership burnout and the often-unspoken issue of fair compensation for ministers by promoting a professional work ethic that values and protects both the pastor and the congregation. This approach would also uphold the integrity of the church, countering the rise of untrained and selfish leaders who exploit the faithful. By prioritizing the cultivation of a strong, principled work ethic alongside spiritual formation, theological institutions can empower the next generation of Kenyan ministers to lead with integrity, transparency, and a commitment to serving their communities ethically and professionally. This ultimately strengthens the credibility of the church and its capacity to be a positive force for social and spiritual transformation in Kenya. This is not about secularizing the church but about making the church a more effective and credible steward of the resources entrusted to it.

Keywords: Pulpit, financial management, work ethics, ministry, Kenya

27. INTRODUCTION OF NON-THEOLOGICAL PROGRAM TO THEOLOGICAL INSTITUTIONS: A CASE OF SPORTS MINISTRY

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ABSTRACT

In the 21st Century, theological training institutions in the continent of Africa are facing rapid challenge of responding to the emerging issues within the society and church at large. This is more specifically in engaging with the social, spiritual, mental and economic issues that are affecting the youth and the marginalized communities. This paper examines the incorporation of non-theological programs, in this case sports ministry, within the theological training institutions as creative and contextually meaningful response to arising needs. Drawn from an experiential theological framework, the paper explores how sports, frequently regarded as secular, can effectively be utilized a tool of evangelism, discipleship and transformation of the community and shaping the narrative of the future leaders. Theological institutions in Africa today face the ongoing challenge of responding meaningfully to the changing needs of both society and the church. This is particularly true when it comes to engaging young people and reaching marginalized communities. The paper examines the introduction of non-theological programs focusing on sports evangelism into theological institutions with a particular focus on Kenya. It presents that sports ministry is considered peripheral to the traditional theological education that it bears an important role as a transformative, youth driven and relevant tool for mission and discipleship. These studies focused on theological training institutions in Kenya, studying the justification, process and impacts of integrating sports ministry into formal theological training. It argues incorporating sports ministry can enhance ministerial formation, foster holistic development in equipping both the students and wider community of believers through non-traditional spaces. The paper presents models of integrating sports ministry into theological institutions through modular programs, certificate and strategic partnership with both the local and international Christian institutions and churches. It envisions the development of training tracks in sports ministry and chaplaincy which is grounded in Biblical Theology. Sports ministry is a legitimate educational program with theological formation and this paper advocates for a paradigm shift in how ministry is taught in theological institutions. It urges theological institutions in Africa to embrace innovative, cultural approaches that will prepare leaders not only for pulpit ministry, but for the sports field and public spaces of tomorrow's mission fields.

Keywords: Theological education, sports ministry, curriculum reform, Africa, contextual theology, non-traditional programs.

28. A PHENOMENOLOGICAL STUDY OF THE PERCEIVED EFFICACY OF FACE-TO-FACE INSTRUCTION VS. ONLINE LEARNING ON THE SPIRITUAL FORMATION OF THEOLOGY STUDENTS AT KABARAK UNIVERSITY

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ABSTRACT

Education is vital for every human being, and by virtue of practice there is formal and informal education. Institutions have been instituted to offer formal education while informal education is practiced anytime everywhere either by older people to younger ones who include parents, peer groups among others in many ways. Theological education is one of the formal educations which have been offered in various theological institutions and other institutions of learning for many years. Students acquire learning through face to face and online learning mode. Online learning or teaching model is used in theological education and more so adopted by almost every institution in every level of learning. Face to face learning mode is termed as traditional mode of learning since it has been used for a long time. Research have shown that it is advantageous to study through online learning mode than face to face learning mode. In fact most often students in face to face prefer online learning mode over face to face learning mode. Institutions advertise their online programs through social media concerning pure online studies and every year students graduate with degrees where some claim to have not met with their teachers physically. Others interact with their lecturers on regular basis physically in face to face learning mode. Online learning was boosted by the covid19 pandemic; people learned the importance of online and began embracing it. However, face to face learning mode as it has been used for many year and it is also perceived to produce better results. This paper therefore seeks to explore a Phenomenological Study of the Perceived Efficacy of face-to-face instruction verses Online Learning on the spiritual formation of theology students at Kabarak University. It recommends upholding the face to face training of church ministry to enhance spiritual formation and effective delivery of the contents studied.

Keywords: Face to face learning, online, theology, phenomenological study, efficacy, spiritual formation and theological education.

29. THE CHALLENGES OF TRANSITIONING TO SOCIAL HEALTH AUTHORITY

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ABSTRACT

The social health insurance (SHI) was established in Kenya in 1966 as the National Hospital Insurance Fund (NHIF). The main aim was to achieve universal health coverage (UHC) through the provision of social and financial protection as well as facilitate equitable, affordable and accessible healthcare services for all individuals. However, after decades of providing healthcare services to the Kenya citizens, the NHIF became riddled with inefficiencies, which included; pilferage of financial resources, resulting in wastage and misappropriation. From higher out-of-pocket medical expenses to limited access to crucial services, the gaps in the system became noticeable. Additionally, the NHIF during its period of service provision became marred with the creation of unnecessary bureaucracies within its system when claims

for reimbursement were made by healthcare service providers. These inconsistencies widened the existing health inequalities among the citizens amplifying challenges for their well-being. This paper examines the inefficiencies of the NHIF, which resulted in the formulation and adoption of a new social health insurance fund (SHIF), through the Social Health Insurance (SHI) Act assented to by the President on 19 October, 2023. However, the newly launched model began to experience operational challenges, which hampered on access to affordable and equitable healthcare services by citizens.

Keywords: bureaucracies, challenges, economic performance, financing models, health inequalities, insurance, NHIF, reforms, SHA, SHIF, UHC

30. FACTORS THAT LEAD TO DIARRHEAL DISEASES IN KERICHO WEST SUB – COUNTY

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ABSTRACT

Acute diarrheal disease among children less than five years old remains a major cause of morbidity and mortality worldwide. Severe infectious diarrhea in children occurs most frequently under circumstances of poor environmental sanitation and hygiene, inadequate water supplies and poverty. This is the major challenge if the millennium development Goals and sustainable Development is to be achieved. In Kenya, the control of diarrhea disease, including promotion of breast feeding, oral rehydration therapy and specific health education is a part of national strategies aiming to improve the quality of life and reduce the burdens caused by diseases. Despite this fact, diarrheal disease is still the third leading cause of infectious morbidity and mortality in children as well as in adults in Kenya. The local epidemiology of diarrhea in most rural areas of Kenya has not been researched thoroughly. Diarrheal diseases have been an issue of concern for any population that looks for a healthy future generation. Population surveys of health and fertility provide valuable insights into the etiology of diseases in developing countries, particularly in Kenya. In Kericho West Sub-County diseases associated with contaminated water, sanitation and poor hygiene tends to affect more the rural households. Nearly half of the children under 5years suffer from diarrheal related diseases, thereby causing a major concern for the entire local population. Specific objective was to determine the factors that lead to diarrheal diseases. The study was grounded on two theories proposed by self-efficacy theory by Bandura in 1977 and theory of planned behavior proposed by Icek Ajzen in 1991. The study was carried out using structured questionnaire as quantitative tool while interview guide was the qualitative tool. The location of the study was in Kericho West sub-county. After data collection, editing, coding of similar themes, classifying and tabulating are the processing step that was used to process the collected data for a better and efficient analysis. The study concluded that there was a relationship between childhood diarrhea, water, sanitation and hygiene in study area also. The study also found that there were a substantial positive association between breastfeeding and diarrhea in children aged less than 5 years. From the findings 83% used water with soap, 41.3% get food from street vendors, thus these study recommended that the government facilities and private facilities should start sensitizing the Kericho residents on the importance of maintaining hygiene through use of clean and treated water as well as washing their utensils with hot water and soap. The government health care workers at the government facilities should counsel all the mothers and educate them on all the water borne diseases as this would be best option to control the communicable diseases in the County.

Keywords: Face to face learning, online, theology, phenomenological study, efficacy, spiritual formation and theological education.

PROGRAM AND BOOK OF ABSTRACTS FOR LITERATURE & LANGUAGES

THEME: *Trends and Emerging Issues in Languages, Communication and Literature in the Post-Modern Era*

MORNING SESSION

Session Chair: Dr Rosemary Murundu

Session Rapporteur: Dr. Jackson Kavoi

TIME	ACTIVITY	FACILITATOR
8:00-8:45 a.m.	Arrival & Registration	Nora
8:45-9:00 a.m.	Devotional Meditation & Opening Prayer	Patrick Mulinge
9:00-9:05 a.m.	Welcoming Remarks	Dr. Rosemary Murundu
9:05-9:45 a.m.	GUEST SPEAKER <i>Transformations in African Indigenous Languages Languages to Meet Advances in the 21st Century</i>	Prof. Wendo Nabea (Director, Graduate School, Laikipia University).
9:45-9:55 a.m.	Q&A	
9:55-10:30	Tea Break	Catering Team

PAPER PRESENTATIONS

TIME	PAPER	PRESENTER(S)
10:30-10:50 a.m.	1. A Discourse Analysis of the Speech Acts in Selected Courtroom Interactions in Kenya	Janet Kemunto Omwancha. Maasai Mata University, Kenya
10:50-11:10 a.m.	2. <i>Silent and Filled Pauses in the Speech of Arabic Speaking Learners</i>	Msomba, P. ESL Teacher, Middle East.
11:10-11:30 a.m.	3. A Description of Grammatical Competence in the written English of Kenyan University Freshmen	Anne Somba. Kabarak University, Kenya.
11:30-11:50 a.m.	4. A Liminal Moment: Where rupture meets Renewal	Jacob Odeny. Kabarak University, Kenya.
11:50-12:20 p.m.	Q&A	
12:20-2:00 p.m.	Lunch Break	Catering Team

Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus Christ as Lord. (1 Peter 3:15)



Kabarak University is ISO 9001:2015 certified.

AFTERNOON SESSION**Session Chair:** Dr Daniel Machatia**Session Rapporteur:** Anne Somba

TIME	PAPER	PRESENTER(S)
2:00-2:10	Arrival	Nora
2:10-2:30 p.m.	1. Indigenizing Facebook Language: Use of Local Languages in Facebook Communication Among a Selected Group of Kenyan Internet Users	Florence Mwithi. Laikipia University, Kenya.
2:30-2:50 p.m.	2. <i>Implicature in the Communication of Environmental Signs</i>	Cecilia M. Wanjala, University of Eldoret, Kenya.
2:50-3:10 p.m.	3. Narrating the Pampsest: Postmodern Form and the Re-articulation of Heritage in Contemporary Kenyan Fiction	Dr. Rosemary Murundu Kabarak University, Kenya.
3:10-3:30 p.m.	4. <i>Artificial Intelligence and the Future of Language and Communication in Africa</i>	Kelvin Kimutai, Kabarak University, Kenya.
3:30-3:50 p.m.	5. A Metaphorical Representation of the Female Sex Organ in Kalenjin Popular Music	Leonard Kipkirui, Kabarak University, Kenya.
3:50-4:00 p.m.	Q&A	
4:00-4:05 p.m.	<i>Closing Prayer</i>	Patrick Mulinge

Conference Convenor: Anne Yego

BOOK OF ABSTRACTS FOR LITERATURE & LINGUISTICS CONFERENCE

1. A DISCOURSE ANALYSIS OF THE SPEECH ACTS IN SELECTED COURTROOM INTERACTIONS IN KENYA

Janet Kemunto Omwancha
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Language is central to the administration of justice. In courtroom settings, it is not only a medium for communication but also the primary instrument through which legal processes are enacted, contested, and legitimized. Every question, ruling, testimony, or pronouncement functions beyond the literal meaning of words, carrying illocutionary and perlocutionary force that shapes outcomes. In this sense, courtroom discourse provides fertile ground for exploring the intersection between language, law, and power.

This paper examines how speech acts contribute to the construction of legal reality in Kenyan courtroom interaction. Drawing on Austin's (1962) and Searle's (1969) Speech Act Theory, the study investigates the pragmatic functions of utterances in trials and hearings, paying attention to how lawyers, judges, and witnesses use language to achieve communicative and institutional goals.

In Kenyan courtrooms, language is not only a tool for communication but also a means of exercising power, administering justice, and managing legal procedures (Gibbons, 2003; Kombo & Githinji, 2018). However, the country's linguistic diversity and the institutionalized nature of legal discourse often pose challenges for effective participation, especially among laypersons and linguistically marginalized individuals (Mwangi, 2019). Despite the central role of language in courtroom proceedings, limited scholarly attention has been given to how different types of speech acts such as directives, assertives, commissives, expressives, and declarations function in Kenyan courtroom interactions (Searle, 1979; Ochieng, 2020). This study addresses this gap by analyzing selected courtroom exchanges through the lens of speech act theory to uncover how language constructs legal meanings, regulates interactions, and reinforces institutional authority (Fairclough, 1992; Cotterill, 2003). The findings are significant for enhancing understanding of courtroom communication, guiding judicial and interpreter practices, and contributing to the growing body of research in forensic and legal linguistics in multilingual African contexts (Nakane, 2007; Heffer, 2005).

2. SILENT AND FILLED PAUSES IN THE SPEECH OF ARABIC SPEAKING LEARNERS

Msomba, P.

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ABSTRACT

This study investigates the use of filled pauses—both lexicalized (e.g., *well, so*) and unlexicalized (e.g., *um, uh*) among Saudi Arabic-speaking learners of English as a Second Language (ESL), with a focus on gender differences. A total of 30 participants (15 males and 15 females) were asked to respond to a future-oriented question in a spontaneous speech task weekly over a period of a full semester, with their responses recorded and analyzed acoustically using PRAAT. The frequency of filled pauses was manually coded and statistically analyzed using a Poisson distribution test. Results revealed a statistically significant difference in the use of filled pauses between male and female speakers, with males producing more and longer unlexicalized pauses. The findings suggest that filled pauses may function as planning tools rather than markers of linguistic deficiency and that gender may play a role in the frequency and type of pauses used. These findings contribute to our understanding of hesitation phenomena in second language speech and highlight the importance of accounting for individual and sociolinguistic factors in L2 (dys)fluency research.

Keywords: filled pauses, silent pauses, English, Arabic, fluency.

3. A LIMINAL MOMENT: WHERE RUPTURE MEETS RENEWAL

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ABSTRACT

Epidemics have historically disrupted cultural production and orientation. In Europe, for instance, crises occasioned by cholera, tuberculosis, and influenza were profoundly notable. HIV/AIDS and COVID-19 have presented sites of contestations where oral traditions, as the main modes of transmitting ecological, social, and political knowledge, are interrupted while simultaneously opening avenues of reinvention through digital mediation. This paper argues that although the resurgence of HIV/AIDS and COVID-19 disrupted and destabilized Luo artistic creativity and identity through factors like fear, stigma, social distancing, silencing performances, and interruption of performative ecology in collective and public spaces, paradoxically, digital platforms provided a fertile ground for mediating hybridity that supports artistic resilience and survival. The Luo performances like *sigweya*, *tero buru*, storytelling, and other verbal musical genres survived and retained their artistic identity through digital technologies during the crises. The HIV/AIDS epidemic subdued oral genres such as dirges, *tero buru*, *sigweya*-laments, and ritualized memory because the intimate collective gathering that sustained orature was burdened by the frequency of loss, stigma, fear, and protracted mourning. Similarly, COVID-19 imposed social distancing, isolation, quarantine, silenced performances of funeral rites, and banned clan-based gatherings, thereby muting oral performances. Yet, the rupture is not extinction. Luo oral tradition performances found alternative avenues of expression in technology. YouTube channels, Facebook Live, WhatsApp groups, radio broadcasts, and music platforms serve as sites where oral traditions are reenacted and archived. The digitization of oral tradition has not only expanded the reach of Luo language and literature beyond the confines of the lake region community but also attracted diasporic and global networks. Therefore, resilience and survival of the Luo oral tradition are negotiated

in the interplay between rupture and renewal. Using the ethnographic approach to understand the performative ecology and reading epidemics as both a crisis and a catalyst, the paper argues that the liminal moment where cultural rupture meets technological renewal ensures continuity of artistic imagination and linguistic identity of Luo literature.

4. A DESCRIPTION OF GRAMMATICAL COMPETENCE IN THE WRITTEN ENGLISH OF UNIVERSITY FRESHMEN IN KENYA

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This study delineates grammatical competence in the English of first year university students in Kenya. The research involves 405 students who were admitted by the Kenya Universities and Colleges Central Placement Service (KUCCPS) into 15 private and public universities in Kenya in 2021. The study measures how far the study subjects are able to communicate a clear meaning, choose vocabulary correctly, use correct sentence structures, punctuation, tense, aspect, spelling as well as subject-verb agreement. Measured on a scale of 1 to 5, the level of grammatical competence of first year university students who comprise the study sample is 3.34 for formal English, and 3.28 for informal English. The indicator of grammatical competence with the highest score is the ability to communicate a clear meaning with a score of 3.9. This is followed by choice of vocabulary and use of correct sentence structure both of which have an average score of 3.3. Punctuation and syntax: tense, aspect, spelling, and subject verb agreement have the lowest scores of 3.2 and 3.0 respectively. These findings suggest that at the end of the Kenyan secondary school English curriculum, learners have slightly above average competence in grammar: 66.8 percent for formal English and 65.6 percent for informal English. These levels are low for a curriculum that cites communicative competence as the goal of teaching English in secondary schools.

Key words: communicative competence, grammatical competence, Kenyan university freshmen

5. INDIGENIZING FACEBOOK LANGUAGE: USE OF LOCAL LANGUAGES IN FACEBOOK COMMUNICATION AMONG A SELECTED GROUP OF KENYAN INTERNET USERS

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ABSTRACT

This paper interrogates how Facebook use in Kenya is being localised to serve everyone: local people and the elite. With roughly three billion monthly active users as of the second quarter of 2023, Facebook is the most used online social network worldwide. The platform surpassed two billion active users in the second quarter of 2017, taking just over 13 years to reach this milestone. Facebook (FB) has permeated the lives of millions of people and the way they relate to one another

and share information. This article examines how selected Kenyans are indigenizing Facebook by using other local languages. The article recognizes the utility of FB as a novel tool to examine and interpret linguistic features for a selected group of Kenyan FB users. The article uses Herring's (2004) Computer-Mediated Discourse Analysis (CMDA) theoretical framework. The research design used was both qualitative and quantitative. A purposive sampling procedure was used to arrive at eight FB friends in the 22-35 age bracket. This is the age that was found to use FB most in Kenya. The findings showed that Kenyans localized Facebook use in Kiswahili, vernacular, and Sheng.

Keywords: Facebook, CMDA, indigenous language, Kiswahili, sheng

6. IMPLICATURE IN THE COMMUNICATION OF ENVIRONMENTAL SIGNS

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ABSTRACT

As discourse on climate change becomes more pronounced, there is increasing focus on environment-related language. Shukurova (2025) points out that linguistic ecology focuses on the link between the environment and language by emphasizing the way linguistic structure, diversity and evolution are shaped by ecological factors. Though linguistic ecology was introduced by Einar Haugen (1972), who noted that it is the study of the linkage between language and the environment, more contextualized analyses of this linkage call for the application of more specific theoretical concepts. Of interest in this study is implicature.

Implicature was introduced into language philosophy by Grice in 1967 and is now utilized extensively by linguists and philosophers. Implicature refers to the information implied in a form of communication even if the information is implicit (Musa, Subaiah & Mohammed, 2022). Grice came up with conventional and conversational implicature (Shermatov, 2024). Conventional implicature refers to conventional meaning as it relates to specific words or phrases used regardless of their context of use (Goni et al., 2022). Conversational implicature refers to meaning that is linked to the context of the conversation (Goni et al., 2022). Conversational implicature is therefore based on the cooperative principle and Grice's maxims of quality, quantity, relevance and manner.

A pragmatic examination of environmental signs calls for understandings of the implied messages communicated by the text. As multimodal modes, formal and informal environmental signs communicate various meanings through text. This analysis reveals implicature in environmental signs some of which is intentional and some of which is unintentional. In turn, the analysis shows how implied messages could support or contravene the constructive aims of environmental signs.

7. NARRATING THE PALIMPSEST: POSTMODERN FORM AND THE RE-ARTICULATION OF HERITAGE IN CONTEMPORARY KENYAN FICTION

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Mr. Tobias Otieno Odongo, Moi University

This study probes the contours of a burgeoning literary mode in Kenya, one that employs the fragmentary and the speculative to renegotiate the very terms of cultural inheritance. At its heart lies a critical examination of how three Kenyan writers Ngũgĩ wa Thiong’o (Wizard of the Crow 2006), Yvonne Adhiambo Owuor (Dust 2014), and Mukoma Wa Ngugi (Mrs. Shaw 2015) harness postmodern narrative strategies—not as mere aesthetic imports, but as vital tools for epistemological liberation. We position our reading at the intersection of Madhu Dubey’s formulations on black literary postmodernism and the grounded critical insights of scholars like Grace Ahingula Musila, creating a dialogue between global theory and local textual practice. Moving beyond the foundational anti-colonial realism that has long defined the region’s literary identity, this study analyses how these contemporary narratives construct a heritage suitable for the complexities of the 21st century. Through close textual analysis, we trace how techniques of magical realism dissolve the rigid binaries between the ancestral and the contemporary; how non-linear chronologies embody the persistent, haunting presence of historical trauma; and how poly-vocal narratives formally enact the contested, multi-voiced nature of memory itself. The paper ultimately contends that these authors envision heritage not as a monument to be preserved, but as a palimpsest; a living text, continually written and rewritten. In doing so, they offer their readers not a nostalgic past, but a profoundly human, usable one, forged in the intimate act of storytelling and essential for imagining futures yet to be.

Keywords: East African Literature, Cultural Palimpsest, Narrative Form, Postmodernism, Memory.

8. ARTIFICIAL INTELLIGENCE AND THE FUTURE OF LANGUAGE AND COMMUNICATION IN AFRICA

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ABSTRACT

The swift integration of artificial intelligence (AI) into everyday life is significantly transforming global communication, yet its effects are notably uneven. In Africa, a continent characterized by remarkable linguistic diversity with nearly 2,000 languages that are often marginalized in the digital sphere, this technological shift presents both a substantial challenge and a unique opportunity. This paper explores the trajectory of AI’s impact on language and communication across the continent. It argues that for AI to be genuinely transformative, its development must transcend basic technical functions such as translation to actively facilitate digital equity and cultural preservation. The analysis critically examines the dual landscape of AI in Africa: it underscores the risk of linguistic exclusion due to the inadequate representation of indigenous languages in AI systems while also considering the potential for AI-driven tools to promote linguistic empowerment. Lastly, the paper outlines strategic pathways for embedding inclusivity and cultural responsiveness at the heart of AI adoption, positioning these technologies not as external impositions but as essential instruments for shaping an equitable digital future for African languages.

Keywords: Artificial Intelligence, Language, Communication

9. A METAPHORICAL REPRESENTATION OF THE FEMALE SEX ORGAN IN KALENJIN POPULAR MUSIC

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ABSTRACT

The representation of the female body in music often employs metaphor to navigate cultural taboos, express desire, or reinforce gendered ideologies. This study investigates how the female sex organ is represented through a metaphorical language in Kalenjin popular music. Through a qualitative research methodology informed by **Conceptual Metaphor Theory (CMT) by Lakoff and Johnson (1980)**, the study analyses 15 purposively sampled Kalenjin songs to identify and categorize linguistic metaphors for female genitalia. The identification and categorization of the metaphors was done using *Metaphor Identification Procedure Vrije Universiteit (MIPVU)* (Steen et al., 2010), and analyzed for their thematic and cultural connotations as well as how these metaphors reflect or challenge Kalenjin gender norms such as female virginity, sexual modesty and obedience among women. The findings reveal that the female sex organ is rarely mentioned explicitly and is richly encoded through cultural and domestic metaphors, often positioning the female body as both a site of desire and utility, which reinforces traditional gender ideologies. This study contributes to broader discussions on gendered language, sexual representation, and the negotiation of taboo in African oral and musical traditions, offering insight into how Kalenjin artists and audiences engage with culturally sensitive subjects through song.

Keywords: Metaphor, female sexuality, MIPVU, Kalenjin popular music

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Moral Code As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus Christ as Lord. (1 Peter 3:15)


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