CERM-ESA
East and South African-German Centre of Excellence
for Educational Research Methodologies and Management

African Excellence

MOI UNIVERSITY

Federal Foreign Office

DAAD
Deutscher Akademischer Austauschdienst
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Carl von Ossietzky
Universität
Oldenburg

UGANDA MANAGEMENT INSTITUTE

NELSON MANDELA
UNIVERSITY

3rd CERM-ESA International Conference

The Future of Education Research in African Contexts Programme

2nd - 5th October 2023

cermesa.mu.ac.ke

For those joining Online use:
The Future of Education Research in African Contexts

Meeting ID: 832 9419 5275
Passcode: 685805

About The Conference

The goal of the conference on "The Future of Educational Research in African Contexts" is to explore and discuss the challenges, opportunities, and potential future directions of educational research in African contexts.

The conference aims to bring together scholars, researchers, educators, policymakers, and other stakeholders to share their experiences, knowledge, and insights on the current state of educational research in Africa, and to identify ways to enhance its quality and relevance.

Through keynote speeches, panel discussions, and paper presentations, the conference will examine a range of issues.

Ultimately, the conference seeks to promote collaboration and knowledge sharing among stakeholders in the field of educational research, and to contribute to the development of evidence-based policies and practices that can improve educational outcomes in African contexts.

About CERM-ESA

Since its inception in 2015, the overall objective of the DAAD funded 'East and South African-German Centre for Excellence in Education Research Methodologies and Management – CERM-ESA' has been to generate contextualised research in East and South Africa as well as management and teaching approaches that are responsive and advance education for sustainable futures in the target regions.

The Moi University, Nelson Mandela University, and the University of Oldenburg have partnered to establish and run the physical Centre in Kenya and to equip future leaders and decision makers with the knowledge and skills to advance education policy and practice from early childhood to university levels. The University of Dar es Salaam and the Uganda Management Institute support and cooperate with the Centre as

networking partners. Together, the five institutions engage in four programme pillars, including

1. The Academic Programme:
The development and implementation of a Master's and PhD programme in educational research and evaluation at the School of Education, Moi University, that encourage interdisciplinary research. Scholarships are awarded to the best applicants. 9 CERM-ESA International Research Schools have taken place in Kenya and South Africa between 2015 and 2023. During that time, CERM-ESA has produced nearly 60 Master's and 12 PhD graduates, many of whom were co-supervised by CERM-ESA partners and applied innovative and contextualised research methodologies rooted in African contexts.

About CERM-ESA

2. The Research Programme: CERM-ESA has organised three international conferences and implemented inter-institutional co-supervision practices for many of CERM-ESA's Master's and PhD projects. CERM-ESA faculty, students, and alumni present at international conferences and publish on a range of important educational issues. The Steering Committee has jointly planned and implemented research projects on critical thinking, the competence-based school curriculum, and higher education engagement.

3. The Capacity Development Programme: based on the most pressing needs for qualification, CERM-ESA has developed and facilitated a number of generic modules, courses and workshops for academic and management staff of all partner institutions. The topics offered cover a range from strengthening research supervision, academic writing, publishing your research, innovative and arts-based research methodologies, curriculum development, to research management and leadership.

4. The Teachers Professional Development Programme: CERM-ESA regularly invites school principals and teachers to attend seminars and workshops at the Centre and to link CERM-ESA with their schools. In-depth professional development courses including a theoretical, a practical and reflection part have been developed for early childhood and secondary school teachers as well as school principals. The topics focus on what the teachers and school management identify as needs in their situation. So far, CERM-ESA has offered programmes on the importance of free and guided play for learning, the inclusion of indigenous knowledges, gender and sexuality education, competence based teaching and learning, school management and parents' involvement for community development.

We are grateful for the generous funding from the German Academic Exchange Service (DAAD) for the past almost ten years. CERM-ESA has been firmly established as a Centre of Excellence in education research and management and will keep producing highly skilled educationists, policy makers and leaders in the field of (teacher) education. We would like to thank the DAAD for supporting this conference on the future of education research in African contexts!

Master Of Education In Research

This research oriented programme follows a standard model in which the learners study the philosophical underpinnings of research, research design, research ethics and both qualitative and quantitative methods. Following on from these core elements, the students undertake a series of options in advanced research methods which is used to prepare pathways into doctoral level research or into industry. During the programme, the learner will undertake a research option in their chosen discipline or interdisciplinary area, which comprises independent reading, attendance at research seminars and regular individual supervision with a dedicated member of academic faculty.

The programme is not just intended to provide training in the application of specific research techniques: it will also illuminate the connections between theory and empirical research, and relate research to the development of public policy and the analysis of substantive educational issues. The degree program will train students in statistical methods, research design, measurement and evaluation. Graduates are prepared for positions in colleges, universities, research centers, ministry of education and other government agencies, and industry.

Students completing the master's degree participate in research projects, application of research funding to social settings, designing and building assessment instruments, and assisting professional educators with analyses and interpretations of data. The master's curriculum emphasizes competencies in measurement, research design, and statistical methods. Thus this master's degree is also a program for students who wish to explore the field of research methodology or who wish to acquire research competence as a prerequisite to more advanced study in other fields.

Doctor of Philosophy Degree In Educational Research And Evaluation

The programme is designed to prepare highly skilled human resource to take leadership positions in educational research and evaluation for critical thinking and problem-solving in the 21st Century. The graduates of the programme will be exposed to advanced knowledge, skills and attitudes to undertake research on educational issues and evaluation of educational policies, curricula, projects and programmes.

The needs assessment conducted revealed market demands for graduates in educational research and evaluation in universities, government agencies, and the private sector nationally and globally. This programme prepares candidates to attain a high level of scholarly competence and capacity in Educational Research and Evaluation. Graduates of this programme will be able to take up leadership positions in conducting research and evaluation at

various levels of education in formal, non-formal and informal setups.

In the overall, it prepares a specialized and advanced human resource with the theoretical and practical ability for careers in educational research and evaluation and data scientists with specialization in data engineering and data warehousing systems.

CERM-ESA Steering Committee

Prof. Susan Kurgat
Coordinator Moi University
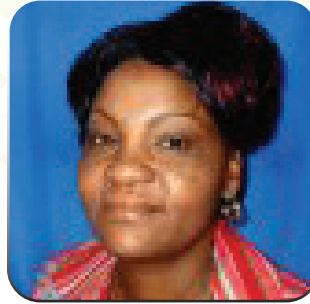
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Project Leader Nelson Mandela
University

Prof. Proscovia Namubiru
Project Leader Uganda
Management Institute

Prof. John Chang'ach
Conference Chair & former
Project Leader

Conference Programme at a Glance

DAY 1: Monday, 2nd October

Time	Details	Fascilitation
8.30	Registration	
9.00	Welcome and Opening	**CERM-ESA Steering Committee**
9.15	Opening Address	**Prof. Isaac Kosgey, Vice Chancellor, Moi University**
09.30	Key note: *Research in Education: Pushing the Boundaries*	**Prof. Abraham Waithima**
10.15	Photo session and tea break	
11.00 - 13.00	**Parallel Sessions I**	

SESSION I: Education Research in African Contexts; Chair - Prof. Sammy Chumba

1.A1 Centering Collective Ethics In Education Research - *Rael Ogwari*

1.A2 Using Critical Participatory Action Research In Teacher Professional Development For Competence-Based English Language Teaching In Lower Secondary Schools In Kabale Municipality, Uganda – *Brenda Ekyakunzire*

1.A3 Scientific Inquiry Competencies: The Effect of Gender among Technical Institutions Students Abstract - *Labani Kanyongaa, Eugenia Kafanabob, Sammy Chumba & David Kessio*

1.A4 Exploratory Factor Analysis Of Stakeholders' Participation In School Management And The Enhancement Of Learners' Academic Achievement In Public Secondary Schools In Uganda – *Dorothy Nakiyaga*

SESSION II: Engagement for Social Development; Chair - Prof. Zakary Kosgey

1.B1 Enhancing Collaboration Amongst Stakeholders For Enabling the Inclusion of Children In Street Situations in Mainstream Education In Kampala District, Central Uganda – *Annah Atuhaire*

1.B2 The UNICIETY Project: Reporting On Perceptions Of The Third Mission Of Higher Education Among DAAD Centres Of Excellence – *Belinda du Plooy*

1.B3 Exploring Learners' Perceptions of Socio-Ecological Risks Experienced During the COVID 19 Pandemic Lockdown – *Lily Yego, Susan Kurgat & David Ssekamatte*

1.B4 The Impact Of Covid-19 Lockdowns On Schools' Quality Teaching, Equality Of Access To Schooling, And Quality Education In Kenya. A Case Of Secondary Schools In Kwale And Nairobi Counties – *Zainab Ramadhan & Rose Njage*

Conference Programme at a Glance

Time	Details	Fascilitation

SESSION III: Competency Based Curricula and Instruction; Chair - Dr. Catherine Simiyu

1.C1 Experiences And Constraints Of Teacher Education Trainees On Integration Of 21st Century Skills In The Instructional Process During Teaching Practicum In Kenya – *Anne Syomwene & Silyvier Tsindoli*

1.C2 Kiswahili Teachers' Pedagogical Competence For The Implementation Of Competency Based Curriculum: A Multiple Case Study Of Selected Primary Schools In Turkana County, Kenya – *Eric Mugera*

1.C3 Understanding Teacher Concerns In The Uganda Lower Secondary Curriculum Review Through The Lens Of The Concerns-Based Adoption Model – *Mercy Chemutai, Proscovia Namubiru, John Changách & Susan Kurgat*

1.C4 Pedagogical Practices Employed By Teachers In Developing Learner Communication And Collaboration Competencies In Competency Based Curriculum. A Study Of Junior Secondary School In Uasin Gishu – *Mary Egesa & Margaret Kimwarey*

13.00 — Lunch

14.00 - 14.45 — Key-note: *Indigenous knowledge, language and culture* — **Professor Birgit Brock-Utne**

14.45 - 16.30

Parallel sessions II

SESSION I: Indigenous Knowledge, Culture and Art; Chair - Prof. Sammy Chumba

1.D1 Integrating African Indigenous Knowledge With The Norms Of Educational Practice For Classroom Organization In The Secondary School In Kenya - *Philomena Chepsiror*

1.D2 Intracultural Epistemic Access: A Portal For Teaching Menstruation In Sub-Saharan Africa – *Ayanda Simayi*

SESSION II: CROSS-CUTTING ISSUES; Chair - Prof. Zakary Kosgey

1.E1 Administrative Strategies Adopted To Enhance Learners Performance Of Kiswahili Language In Secondary Schools: A Case Of Ruhaama County, Uganda – *Aloyzius Akampwera*

1.E2 Promotion Of Physical Activity Participation Among University Students In Tanzania – *Ida Jaribu*

1.E3 A Girl's Eyeview: Gender-Based Violence Experiences Of Secondary School Girls In Mathare Informal Settlements, Nairobi County, Kenya – *Naomi Mworia*

Conference Programme at a Glance

SESSION III: Digitalisation and Digital Literacy; Chair - Dr. Catherine Simiyu

1.F1 Play Way Method Of Learning In Developing Digital Literacy Among Pupils In Primary Schools In Nandi Sub-County: Kenya – *Sarah Jemutai*

1.F2 Towards Blended Learning Approach In The Competence Based Learning In The New Lower Secondary Curriculum - *Geoffrey Mutumba*

1.F3 Investigating academic resilience amongst engineering students in South Africa: A quantitative study - *Curwin Mapaling*

DAY 2: Tuesday, 3rd October

Time	Details	Fascilitation
09.00	Welcome to day 2 and wrap-up of day 1	
09.30	Key note: *Transforming postgraduate research through indigenous knowledges & African theories*	**Prof. Catherine Odora Hoppers**
10.15	Tea break	
11.00 - 13.00	**Parallel Sessions III**	

SESSION I: Indigenous Knowledge, Culture and Art; Chair - Prof. Sammy Chumba

2.A1 Citizenship Education In Kenya: A Content Analysis Of Early Years Indigenous Languages Curriculum - *Dingili Rodgers & Alice Yuyungu*

2.A2 Full Steam Ahead With Maths And Art – *Carine Steyn*

2.A3 Instructional Materials And Their Influence On Learners' Achievement: The Case of Post-Basic School English Curriculum In Burundi - *Alfred Irambona*

2.A4 A Comparison Of The Theoretical And Fieldwork Methods On The Teaching And Learning Of Oral Literature In Secondary Schools In Kenya - *Wekhulo Timothy*

SESSION II: CROSS-CUTTING ISSUES; Chair - Prof. Zakary Kosgey

2.B1 Parental Involvement In Students' Learning At University Level – *Lorna Wafula*

2.B2 Determinants Of Teachers' Cognitions on the use of Instructional Media In English Language Pedagogy: Teachers' Narratives From The Kenyan Context - *Gladys Kemboi*

2.B3 Using Participatory Visual Methods To Teach Character Education In Early Childhood In Kenya – *Evans Mos*

Time	Details	Fascilitation

2.B4 Examination Of Instructional Design Variables And Student Learning Outcomes In Online Learning Courses: Perspectives Of Ugandan Undergraduates - *Kishabale Bashir*

SESSION III: University Pedagogy and Management; Chair - Dr. Catherine Simiyu
2.C1 Governing Higher Education through standards of Bologna Process in Germany: Lessons for Regional standardization of higher education in East Africa – *David Kessio*

2.C2 The preparedness of Univesities to implement CBC - *Jackson Too*

2.C3 Extent To Which Social Interactions And Patterns Influence Re-Careering Among Working-Class Students In Selected Kenyan Public Universities – *Anne Njiiri*

2.C4 Strengthening Postgraduate Supervision In Universities In Kenya – *Cornelius*

13.00	Lunch	*Rugut*
14.00 - 14.45	Key-note: *Indigenous knowledge, language and culture*	**Professor Michael Samuel**

5.00 - 14.45   **Parallel sessions IV**

SESSION I: Education for Sustainable Development; Chair - Prof. Sammy Chumba
2.D1 Challenges In Integrating Climate Change And Sustainability Education Into Business And Management Training At Higher Education Institutions In Uganda. A Multiple Case Of Uganda Management Institute (Umi) And Nkumba University – *David Ssekamatte*

2.D2 University-Community Engagement Opportunities To Address Climate Change Issues In African Context – *Nelson Mandela*

SESSION II: Cross-cutting issues; Chair - Prof. Zakary Kosgey
2.E1 The Role of Teacher Professional Development Support Plan as a Tool for Enhancing Teacher Performance – *Anne Karanja*

2.E2 Investigate The Use Of Sign Language In Inclusion Of Pupils With Hearing Impairment In Physical Activity: Challenges And Prospects – *Janeth Mlay*

2.E3 Experiences Of Masters Students On Completion Of Their Studies In A Selected Public University In Kenya - *Sheilla Chepkirui*

Conference Programme at a Glance

Time	Details	Fascilitation
	SESSION III: Competency Based Curriculum; Chair - Dr. Catherine Simiyu	

2.F1 The Mediating Effect Of Teaching Self-Efficacy On The Relationship Between Trainers' Competencies And Cbet Implementation In Public Tvet Institutions In Meru County, Kenya - *Keneth Muthomi*

2.F2 Assessment Puzzle: Stakeholder Perspectives On Competency Based Assessment Approach In Kenya - *Dingili Rodgers*

2.F3 Delving into Depth: Revolutionary Pathways to Education Innovation through Competency-Based Teacher Education In Kenya - *Franklin Nyairo*

16.30	**Campus Tour & Close of Day 2**	

DAY 3: Wednesday, 4th October

Time	Details	Fascilitation
9.00	Welcome to day 3 and wrap-up of day 2	
09.30	ROUND TABLE DISCUSSION *Reimagining Ways Of Talking About Sex: Sexuality Education As A Transdisciplinary Effort In African School Contexts*	**Chair: Prof Mathabo Khau**
11.00	Tea break	
11.30	The Future of CERM-ESA and its programmes	**CERM-ESA steering committee**
13.00	Lunch	
14.00 - 15.30	Closing ceremony	**CERM-ESA steering committee**
16.00	Tea	
17.30	CERM-ESA GALA at the Noble Hotel	

DAY 4: Thursday, 5th October

Excursion

DAY 5: Friday, 6th October

Departure

Professor Abraham Waithima

Prof Abraham Waithima holds a PhD in Economics from the University of Cape Town in South Africa. He is an Associate Professor of Economics and the Director of Daystar Leadership and Professional Development Institute Daystar University. On a leave of absence from Daystar University, Prof Waithima took up VC's position at the University of Kigali, Rwanda. He has consulted for several organizations including ChildFund International, ChildFund Korea, GIZ, Inter-University Council for East Africa (IUCEA), APHRC, Kenya's Ministry of Education, Australian Council for Education Research (ACER), TJRC/ UNDP, FHI360, MESPT, Practical Action and Farm Concern International, among others.

In 2021, Prof Waithima completed a project with the IUCEA titled "Survey on the impact of COVID-19 on higher education, its business implication and proposed recovery strategy". GIZ contracted Prof Waithima to assess how COVID-19 had affected EAC universities' linkage with industry. In 2017, Prof Waithima concluded a continent-wide market feasibility study funded by APHRC aimed at determining the feasibility of an online alumni tracking system. Prof Waithima was the Project Manager in a project funded by Australian Council for Education Research (ACER). The project aimed at assessing the levels of numeracy and literacy among children in 5 counties in Kenya. Prof Waithima sits on several boards including VisionFund Kenya, University of Kigali Governing Board, Africa International University Council, CITAM's Christian Education Department among others, he is Vice Chairman of Private University Research Consortium of Kenya (PURCK).

Prof Waithima was a member of a team that received Ksh 60 million to implement a project aimed at fighting Leishmaniasis in Marigat. Prof Waithima has published several papers in peer-reviewed journals, books, and book chapters. He is a member of the Institute of Economic Affairs, Bioethics Society of Kenya, Institute of Internal Auditors, Global.

Professor Birgit Brock

Birgit Brock-Utne is a Professor in Education and Development at the University of Oslo, as well as a Visiting Professor and consultant around the globe. She has served as a Professor at the University of Dar es Salaam, Tanzania, from 1987 to 1992, and as the President of the British Association of Comparative and International Education. She has extensively worked in Sub-Sahara

Africa and is a specialist in languages in education. She has led various research projects that deal with the right of indigenous populations to use their own home languages in education contexts. For instance, she was the Norwegian coordinator of the Language of Instruction in Tanzania and South Africa project, which ran from 2001 until 2013, and one of the Norwegian coordinators of the TRANSLED project, which ran from 2015 until 2021.

Brock-Utne has published widely and her latest book 'Learning from and Teaching Africans' (2022) gives insights into her work and life in Africa; it is aimed at college students in courses focusing on cross-cultural communication and international education.

Prof. Catherine Odora Hoppers

Odora Hoppers was born in Uganda and is a Professor Extraordinarious of the University of South Africa (UNISA) and Gulu University, Uganda. She studied in Uganda, Zambia and Sweden. She has a doctorate in international pedagogy from Stockholm University. She has worked as an international policy adviser to UNESCO and to World Intellectual Property Organization (WIPO) and the governments of South Africa and Uganda.

In 2008 she was a technical adviser on Indigenous Knowledge Systems to the Parliamentary Portfolio Committee on Arts, Culture, Science and Technology when she became a Professor as the South African Research Chair in Development Education. This was a national position established by South Africa's Department of Science and Technology in Pretoria. Odora Hoppers was awarded an honorary doctorate from Örebro University in Philosophy in 2008 and another from Nelson Mandela Metropolitan University in South Africa in 2012. The following year she received The President's Award (2013) from Uganda's President on the 50th Anniversary of Uganda's Declaration of Independence. She has also received The National Pioneers Award (2014) from " The Elders " for promoting the African knowledge system over the past 20 years since South Africa's democratic liberation.

In 2015, the Nelson Mandela Distinguished Africanist Award was presented to Odora Hoppers by HE Thabo Mbeki at the University of South Africa in Pretoria, and that year she was named "Woman of the Year" and "Leading Educationist" by the University of South Africa. In 2017 she became an honorary fellow of UNESCO's Institute for Lifelong Learning. She is currently living in Gulu, Uganda, and the Founder and Director of the Global Institute for Applied Governance in Science, Knowledge Systems and Innovations.

Professor Michael Samuel

Michael Samuel is a Professor in the School of Education, University of KwaZulu-Natal. He holds Doctorate in Education from the University of Durban-Westville which focuses on a Force field model of teacher development. He has served as a curriculum designer of innovative masters and collaborative doctoral cohort programmes locally and internationally.

He has also been a member of the Ministerial Committee on Teacher Education assisting the development of national teacher education policy in South Africa. He has served as Dean (Faculty of Education, UKZN). His research interest focuses on teacher professional development, higher education, life history and narrative inquiry. His book, Life history research: Epistemology, methodology and representation has inspired several studies of professional development in education and the health sciences.

Continuity, complexity and change: Teacher education in Mauritius, explores the challenges and possibilities facing a small island in negotiating its presence in global and international discourse of comparative higher education and teacher education. His book Disrupting higher education curriculum: Undoing cognitive damage explores options for imaginative redirection of higher education curriculum design. He is the recipient of the Turquoise Harmony Institute's National Ubuntu Award for Contribution to Education. Recently, Michael Samuel has been honoured with a research recognition award from the South African Education Research Association (SAERA). The award is presented to an individual who has made an outstanding, distinctive contribution to education research.

Prof Mathabo Khau

Professor Khau is an Associate Professor in the Faculty of Education at the Nelson Mandela University with a PhD from the University of Kwa-Zulu Natal. She is the Editor-in-Chief for Educational Research for Social Change- an Online Journal. She is a 2010 GEXcel (Gender Excellence) International Collegium Research fellow with the Universities of Linköping and Örebro, Sweden, and a 2017 Nordic Africa Institute Research fellow.

She received the 2020 Faculty of Education Researcher of the year award. Currently, she is a fellow with the DHET Future Professors' Program, Phase 2, Cohort 1. Her research focuses on using participatory visual methodologies in addressing gender, sexuality, and HIV&AIDS issues in education, and integrating HIV&AIDS into higher education curricula.

Keynote Speakers Biographies

Her science education (Biology and Chemistry) background and interest in inclusive education provide a basis for including marginalised people using 'intersectionality' and 'research as social change' frameworks.

Conference Presenters and Abstracts

1.A1 Presentation

Title Examination Of Instructional Design Variables And Student Learning Outcomes In Online Learning Courses: Perspectives Of Ugandan Undergraduates Centering Collective Ethics In Education Research

Name: Rael Ogwari

Abstract

Despite the progressive adoption and deployment of online learning programmes by Ugandan higher education institutions to foster digital education, little is known about the instructional aspects of courses undertaken in the various online programmes; let alone the quality of student learning outcomes in the form of satisfaction, learning effectiveness, and persistence with online learning initiatives.

The current study sought to examine the instructional design variables, students' satisfaction, learning effectiveness, and persistence in online learning courses. Guided by the cross-sectional survey approach, this study made use of an Instructional Design Quality Questionnaire that was distributed to 805 students who were taking online courses across ten post-secondary institutions in Uganda. Masoumi's e-Quality framework and Bhattacherjee's Information Systems Continuance Model were synthesised to form the theoretical framework for the study. The data were analysed using one-way between groups MANOVA test, Standard Multiple Regression Analysis, and Structural Equation Modeling.

The MANOVA test results found statistically significant differences in students' perceptions on learning outcomes across ICT knowledge levels. On the other hand, the multiple regression analysis revealed statistically significant predictive relationships between the instructional design variables and learners' satisfaction, learning effectiveness, and persistence. Lastly, Structural Equation Modeling indicated that the eclectic online learning success model was consistent with the empirical data.

The findings of the study have highlighted both practical and theoretical implications for online learning course design and implementation for effective learning outcomes in Ugandan higher education institutions. Particularly, the statistically significant results in the current study are essential for guiding Online learning stakeholders in devising successful strategies for enhancing student satisfaction, learning effectiveness and persistence in the Online learning environments.

Conference Presenters and Abstracts

1.A2 Presentation
Title: Using Critical Participatory Action Research In Teacher Professional Development For Competence-Based English Language Teaching In Lower Secondary Schools In Kabale Municipality, Uganda
Name: Brenda Ekyakunzire, Susan Kurgat, & Malve Mollendorff

Abstract

Teachers are central in implementing new school curricula including teaching practices that support the new approaches. In order to enable and support teachers in changing classroom practices effectively, Teacher Professional Development (TPD) is needed, especially after curriculum reforms like the recent change from a knowledge-based towards a competence-based curriculum in Uganda. However, recent studies on in-service teacher training in Uganda have found small positive effects on skills acquisition and improvement in teaching and learning, which implies a drawback to the intended curriculum change.

This study set out to explore, whether a different type of TPD, namely a transformative and reflective approach that starts from the teachers' concerns, can spark positive change processes towards the new curriculum and teaching methods. Research has shown that Critical Participatory Action Research (CPAR) has the potential to challenge prevailing discourses and lead to genuine transformations in classroom practice by improving teachers' critical self-reflection on their practices. The aim of this study was therefore, to explore the use of CPAR in TPD for competence-based teaching of English language in lower secondary schools in Kabale Municipality, Uganda.

Paulo Freire's critical pedagogy provided the guiding theory and framework. This exploratory study was anchored on the critical constructivism paradigm, adopted a qualitative approach and employed a Critical Participatory Action Research design. The study targeted 32 English language teachers and the sample size was 14 teachers selected purposively; with 2 from each of the seven public secondary schools. Data was generated using the CPAR design and its procedures; reconnaissance, planning, enacting the plan while observing how it worked, and reflection. Data analysis was done thematically. The findings revealed that participating in the CPAR created in teachers a sense of ownership and empowerment which increased their commitment to meaningfully change their teaching practice as well as that of their colleagues in their respective schools.

The teachers also developed a deeper understanding of their practice and alleviated their teaching practice fears. This study therefore concludes that CPAR is an empowering and transformative approach for continuous TPD in Uganda, based on its strength to make teachers active agents in their own transformation and professional growth. The

findings contribute to the discussion about effective approaches to teacher professional development, particularly in contexts of curriculum change. As such, they can support policy makers in the ministry of education and sports by giving them insights into a new way of TPD to advance competence- based instruction, the National Curriculum Development Centre (NCDC) which could use CPAR to monitor implementation of the New Lower Secondary competence-based Curriculum (NLSC), and secondary school teachers of English language by showing them empowering ways of transforming their teaching practice towards competence-based curriculum implementation. The study recommends that NCDC incorporates CPAR into its continuous TPD programmes.

1.A3 Presentation
Title: Scientific Inquiry Competencies: The Effect of Gender among Technical Institutions Students
Name: Labani Kanyongaa, Eugenia Kafanabob, Sammy Chumba & David Kessio

Abstract

Fostering students' scientific inquiry competencies (SICs) has become one of science education's primary learning outcomes in the world. While performing scientific experiments, students are envisaged to continuously and sufficiently be groomed to develop such competencies.

However, there is a paucity of literature on the effects of students' gender differences on their level of SICs. This study aimed to examine whether students' gender differences have an impact on their level of SICs in technical institutions in Tanzania. A quantitative approach and survey design were adopted in this study. A proportionate stratified sampling technique was employed to draw a total of 337 students (160 males and 177 females) who were studying the Laboratory Science and Technology (LST) program. Data were collected through the use of SICs test and finally analyzed through the use of independent samples t-test.

The results revealed that male students significantly outperformed female students in the total SICs performances as well as in the ability to formulate hypotheses, data analysis, and interpretation as well as in drawing scientific conclusions. Lastly, both genders demonstrated low abilities in planning and designing scientific experiments compared to other abilities. Based on these findings it was concluded that male students were better in SICs than their female counterparts. Therefore, it was recommended that technical institution instructors should consider the provision of an optimal learning environment for both genders while instructing scientific experiments to reduce gender inequality in science learning.

Conference Presenters and Abstracts

1.A4 Presentation

Title: Exploratory Factor Analysis Of Stakeholders' Participation In School Management And The Enhancement Of Learners' Academic Achievement In Public Secondary Schools In Uganda

Name: Dorothy Nakiyaga

Abstract

Effective stakeholder participation in school management is critical for successful learners' academic achievement. Through participation, the school's stakeholders interact with management in the dimensions of school improvement planning, budgeting process, and coordinating academic activities. Although stakeholder participation in school management has been proposed through the School-Based Management(SBM) model, little is known about the validity and reliability of the dimensions in school management.

The study aimed to validate the three dimensions of the widely used Ayeni's School-Based Management Model in the enhancement of the learners' academic achievement. Specifically, the study sought to answer the research question; "What is the underlining structure of observed variables that support stakeholders' participation in school management to enhance the learners' academic achievement in public secondary schools"? Exploratory Factor Analysis (EFA) was conducted on the survey data based on the sample size of 190 observable items. The ratio of the items for scrutiny for the three dimensions was 63:1, above the threshold of 10:1 to conduct EFA, and ± 0.40 threshold was adopted to interpret the findings. Data were checked for suitability, reliability therefore, adequacy of the sample, Kaiser Meyer Olkin (KMO) threshold (< 0.60) was adopted, and Bartlett's test (p < .05). was computed to test the statistical significance of the dimensions to establish sufficient correlation existing among the variables to proceed to perform EFA. Principal Components analysis was adopted to extract the factors. Orthogonal factor rotation and the VARIMX approach were applied.

The analysis yielded 5 reliable factors that were extracted from the three original variables: (1) performance indicator (2) school culture (3) budgeting (5) monitoring (2) evaluation. The validity of these dimensions was > .60 and while reliability was p <.05. The five dimensions explained a total of 81% of the variance compared to the three original dimensions. The first Eigenvalue was equal to 0.850 and explained 85% of the variance in the original data. The second-factor Eigenvalue was equal to 0.764 and explains 76 % of the variance, the third- component Eigenvalue was equal to 0.860 and explains 86 % of the variance. While the fourth and the five components were 0.826 explaining 83% of the variance and 0.765 and explaining 77 % of the variance respectively. The pattern matrix has shown the existence of a natural structure with five dimensions, demonstrating the extent of strong factor loadings. In totality, the findings make significant contributions to a multifaceted conceptualization of the SBM model

that supports stakeholder participation

1.B1 Presentation
Title: Enhancing Collaboration Amongst Stakeholders For Enabling The Inclusion Of Children In Street Situations In Mainstream Education In Kampala District, Central Uganda
Name: Anna Athuaire

Abstract

The Bologna Process is a voluntary agreement of European Ministers responsible for higher education with the aim to promote cohesion in European higher education, to create a common basic structure of study programs, procedures and degrees, to ensure quality, to promote international mobility and to increase the relevance of programs for the labor market.

It is not an international or supranational organization and it is not subject to public law or the law of peoples: - but it is especially this rather loose form of cooperation which has made the process so efficient. This paper sets out to delineate the key issues in implementation of Bologna process in Germany and suggests strategies which can be adopted in East Africa region as best practices.

The study adopts qualitative research design where data was collected through interview of key informants in DAAD, Bonn, Germany program coordinators including experts and document analysis of key policy documents guiding Bologna implementation. Key policy documents on cross border higher education were reviewed. The researchers were motivated by use of best practices to enhance regional mobility of students within Africa.

The finding reveals that there is need to domesticate the key issues aforementioned inter alia in orders to standardize thus enhance mobility of students and staff. The findings from this study are useful to respective universities, governments and stakeholders including researchers in the field.

1.B2 Presentation
Title The Uniceity Project: Reporting On Perceptions Of The Third Mission Of Higher Education Among Daad Centres Of Excellence
Name: Belinda Du Plooy

Abstract

In the higher education context of post-independence Africa, little was done to unpack the notion of development and to create models for the future. The resultant conflictual

role of African universities, caught between the demands of academic excellence, on the one hand, and local demands of development and regional and communal impact, have not yet been successfully resolved. Conceptually and organisationally, engagement and transfer activities serve as mechanisms to bridge the divide between university activities and the needs and expectations of external actors and stakeholders.

This is often referred to as the 'third mission' of higher education institutions, the first and second missions being teaching and research. In recent years, the DAAD Centres of Excellence have established partnerships and networks with actors from the political, social and economic sector as a third mission tool and to increase their relevance and impact in their regions. Against this backdrop, a qualitative exploratory study was collaboratively conducted by CERM-ESA, CEGLA and DIGI-Face to determine the experiences and perceptions of participating DAAD African Centres of Excellence, located in their different and specific regional and societal contexts, about their university-society engagement ('third mission') activities.

This paper will report on the findings of this study, which contributes to the larger purpose of identifying long- term synergies and collaboration potential and the development of conceptual models that are scalable. The findings of this study can form an adaptable

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1.B3 Presentation
Title: Exploring Learners' Perceptions of Socio-Ecological Risks Experienced During the COVID 19 Pandemic Lockdown
Name: Lily Yego, Susan Kurgat & David Ssekamatte

Abstract

In the higher education context of post-independence Africa, little was done to unpack the notion of development and to create models for the future. The resultant conflictual role of African universities, caught between the demands of academic excellence, on the one hand, and local demands of development and regional and communal impact, have not yet been successfully resolved. Conceptually and organisationally, engagement and transfer activities serve as mechanisms to bridge the divide between university activities and the needs and expectations of external actors and stakeholders.

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experiences and perceptions of participating DAAD African Centres of Excellence, located in their different and specific regional and societal contexts, about their university-society engagement ('third mission') activities. This paper will report on the findings of this study, which contributes to the larger purpose of identifying long-term synergies and collaboration potential and the development of conceptual models that are scalable. The findings of this study can form an adaptable basis for future third mission projects and for possible future research projects about third mission activities.

1.B4 Presentation
Title: The Impact Of Covid-19 Lockdowns On Schools' Quality Teaching, Equality Of Access To Schooling, And Quality Education In Kenya. A Case Of Secondary Schools In Kwale And Nairobi Counties.
Name: Zainab Ramadhan & Rose Njage

Abstract

Despite the progressive adoption and deployment of online learning programmes by Ugandan higher education institutions to foster digital education, little is known about the instructional aspects of courses undertaken in the various online programmes; let alone the quality of student learning outcomes in the form of satisfaction, learning effectiveness, and persistence with online learning initiatives. The current study sought to examine the instructional design variables, students' satisfaction, learning effectiveness, and persistence in online learning courses. Guided by the cross-sectional survey approach, this study made use of an Instructional Design Quality Questionnaire that was distributed to 805 students who were taking online courses across ten post-secondary institutions in Uganda. Masoumi's e-Quality framework and Bhattacherjee's Information Systems Continuance Model were synthesised to form the theoretical framework for the study. The data were analysed using one-way between groups MANOVA test, Standard Multiple Regression Analysis, and Structural Equation Modeling.

The MANOVA test results found statistically significant differences in students' perceptions on learning outcomes across ICT knowledge levels. On the other hand, the multiple regression analysis revealed statistically significant predictive relationships between the instructional design variables and learners' satisfaction, learning effectiveness, and persistence. Lastly, Structural Equation Modeling indicated that the eclectic online learning success model was consistent with the empirical data. The findings of the study have highlighted both practical and theoretical implications for online learning course design and implementation for effective learning outcomes in Ugandan higher education institutions.

Particularly, the statistically significant results in the current study are essential for guiding Online learning stakeholders in devising successful strategies for enhancing student satisfaction, learning effectiveness and persistence in the Online learning environments.

1.C1 Presentation
Title: Experiences And Constraints Of Teacher Education Trainees On Integration Of 21st Century Skills In The Instructional Process During Teaching Practicum In Kenya
Name: Anne Syomwene & Silyvier Tsindoli

Abstract

Twenty first Century skills are significant in preparing learners for the rapidly changing society locally and globally. This paper is a report of a study that was carried out in 2023 on experiences and constraints of teacher education trainees on integration of 21 st century skills in the instructional process during teaching practicum in Kenya. The study adopted a Mixed Methods approach and a descriptive research design. The study was guided by Vygotsky's social cultural theory.

A sample of one hundred and fourteen Bachelor of Education students from two public universities in Kenya were selected through stratified and simple random sampling methods to participate in the study. Data was collected in May and June, 2023 using students' questionnaires that comprised of both closed-ended and open-ended questions. Data was analysed through descriptive statistics and thematic analysis. The study found out that teacher trainees were very competent in the integration of oral communication skills 49 (43.0 %), written communication skills, 66 (57.9%), and collaboration skills, 70 (61.4%) during the teaching practicum. Teacher trainees rarely integrated creativity, critical thinking, information and technology literacy skills, adaptability and citizenship skills in the teaching and learning process during the practicum.

The major constraints encountered by teacher trainees were limited knowledge from undergraduate training and limitations of materials and resources in the schools. The study recommended that teacher education curricula should incorporate content on the integration of 21 st Century skills in the instructional process; use of learner centred instructional strategies and schools to acquire relevant materials and resources on the integration of 21 st Century skills in the instructional process. The results of this study inform curriculum development process for Competency Based Education. University instructors and teachers can draw from the findings for quality teacher training and instructional processes.

1.C2 Presentation

Title Kiswahili Teachers' Pedagogical Competence For The Implementation Of Competency Based Curriculum: A Multiple Case Study Of Selected Primary Schools In Turkana County, Kenya.
Name: Eric Mugera

Abstract

Kenya has undertaken curriculum reforms introducing Competency based curriculum. Teachers who are key implementers need to be adequately equipped in terms of competencies in order to effectively deliver on the envisaged curriculum changes. The purpose of this qualitative study was to examine Kiswahili teachers' pedagogical competence for the implementation of Competency based curriculum in selected primary schools in Kenya.

In particular, the study centered on assessing teachers of Kiswahili pedagogical competence in actual class interaction for the implementation of CBC in selected primary schools in Kenya. Desimone's Core Conceptual Framework was adopted as a theoretical framework for this study. The relativist–interpretivism paradigm guided the study. It further adopted a qualitative research approach. Specifically, a multiple case study research design was used.

The target population comprised teachers of Kiswahili. Purposive sampling technique was employed in selecting study participants. Specifically, teachers of Kiswahili at grade four were selected and studied. The qualitative data was collected using; document analysis guide, observation guide schedule, and interview guide schedule. It was then analysed using the grounded theory method of analysis. The study findings indicated low teacher pedagogical competence in actual class interaction. Specifically, teachers had difficulty in instruction of newly integrated competency based curriculum concepts such as; core-competencies, values and pertinent and contemporary issues. These findings inform teacher preparation programmes such as; seminars, workshops, and teacher in-service courses. Besides, the findings can be used to enrich teacher training in colleges and universities.

1.C3 Presentation

Title: Understanding Teacher Concerns In The Uganda Lower Secondary Curriculum Review Through The Lens Of The Concerns-Based Adoption Model
Name: Mercy Chemutai, Proscovia Namubiru, John Changách & Susan Kurgat

Abstract

Teachers have been recognized as a fundamental condition for successful educational change. However, teacher engagement in educational change is still wanting globally.

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This is evident in the recent implementation of the Uganda competence-based lower secondary curriculum. This study explored the concerns of secondary school teachers tasked with the implementation of this curriculum in Uganda and thus aimed to examine: the trends in teacher concerns, and the relationships between teacher concerns and their demographic characteristics.

Teacher concerns were analysed through the lens of the Concerns Based Adoption Model. The study took apositivist approach, employing quantitative methods to collect and analyse data. 387 secondary school teachers were selected using cluster random sampling from forty secondary schools within the central sub-region of Uganda. A structured questionnaire, comprising a demographic section and the Stages of Concerns Questionnaire which is one of the diagnostic tools of the Concerns Based Adoption Model, was administered to research participants.

Analysis of data was both descriptive and inferential. The group profile of the participants was found to be a non-user concerns profile with intense concerns at personal, unconcerned, and informational stages respectively. A tailing up of refocusing concerns indicated a degree of resistance to the reviewed curriculum. Linear regression revealed that demographic characteristics predicted 2% of teacher concerns.

Qualification and subject group taught were found to impact teacher concerns significantly while gender and experience were found to have no significant impact on teacher concerns. The study therefore concluded that a significant proportion of Ugandan secondary school teachers are yet to fully embrace the new curriculum at a personal and professional level.

Based on this, the study recommended that policy makers at the Ministry of Education and Sports together with its statutory bodies like the NCDC and school leaders consistently track teacher concerns. In-service teacher refresher training also ought to be tailored to the specific concerns voiced by the teachers regarding their implementation of the curriculum.

1.C4 Presentation
Title: Pedagogical Practices Employed By Teachers In Developing Learner communication And Collaboration Competencies In Competency Based Curriculum. A Study Of Junior Secondary School In Uasin Gishu
Name: Mary Egesa & Margarate Kimwarey

Abstract

The Competency Based Curriculum outlines seven competencies that every learner should acquire to be able to live and work in the 21 st century. One of these important

skills is communication and collaboration, which enhances purposeful relationships and interactions. The study examined the pedagogical practices employed by teachers in the development of learners' communication and collaboration competencies in junior secondary schools in Uasin Gishu County, Kenya.

The objectives were to: establish whether teachers ' plan for acquisition of communication and collaboration competencies in the instructional process.; assess the activities used by teachers to develop communication and collaboration competencies during the instructional process; examine assessment strategies used by teachers to determine acquisition of communication of collaboration competencies of the learners; determine challenges teachers experience in developing learners' communication and collaboration competencies. The study adopted the mixed method approach and concurrent research design whereby quantitative and qualitative data was collected at the same time but were independent of each other. The target population comprised of junior secondary schools teachers.

The study adopted proportionate sampling frame to identify participant schools. Simple random sampling was employed to determine the teachers that participated in the study. Data collection instruments were document analysis, questionnaire and an observation schedule. The results indicated that the majority of teachers did not plan for learner acquisition of communication and collaboration, the teaching and learning tasks were simple and not varied thus not supporting the development of communication and collaboration competencies, most teachers applied oral questions to assess the development of learner communication and collaboration competencies. Finally, teachers faced numerous challenges in developing communication and collaboration competencies in learners including inadequate training, resources and facilities.

1.D1 Presentation
Title: Integrating African Indigenous Knowledge With The Norms Of Educational Practice For Classroom Organization In The Secondary School In Kenya
Name: Philomena Chepsiror

Abstract

An effective classroom is one that has features that set managerial, behavioral, and instructional guidelines needed for more order and productivity. These features comprise of clear and concise rules and expectations, frequent and successful assessment, high student engagement and involvement, authentic and purposeful learning as well as efficient classroom organization. Efficient classroom organization guarantees maximized learning and minimizes the frequency of leaners' behaviour problems However, results from the Kenya National Examinations Council indicate that many learners are below

expectation, a case in point is the 2022 KCSE Examination where a whopping 361058 (40.86%) candidates scored a mean grade of D+ and below.

The objective of this paper was to examine the norms of educational practice and to explore how indigenous knowledge and culture can be integrated with these norms as a strategy to improve academic performance in the secondary school. Data collection for this study was qualitative, encompassing desk review and focus group discussion. If well incorporated from an African indigenous knowledge and cultural perspective, the aspects of kinship relations, apprenticeship and oral literature will ensure improved quality of education in Kenya. Thus, this paper presents a topic of major importance to administrators, educators, and researchers aiming at carrying out further research in indigenous knowledge and education.

1.D2 Presentation
Title: Intracultural Epistemic Access: A Portal For Teaching Menstruation In Sub-Saharan Africa
Name: Ayanda Simiyu

Abstract

The advancement of science education in sub-Saharan Africa depends on establishing a language portal that serves as an intracultural epistemic access point for teaching culturally taboo sexual concepts among homogenous groups before moving to other cultural groups. Globally, studies have shown that cultural taboos surrounding sexuality education often hinder effective teaching methods due to inhibitions within similar and diverse cultures. Research studies have also highlighted challenges faced by girls in managing their menstruation such as inadequate sanitation facilities and lack of accurate information about periods. However, it is important to note that this study does not focus on personal hygiene issues related to menstruation.

The aim of this study is to expand academic, science knowledge among young boys and girls about human reproductive health concepts such asmenstruation and sexual organs by utilizing traditional indigenous knowledge alongside familiar vernacular before transitioning into formal scientific terminology in English. The problem is that there are variations in the terminologies used to describe sexual organs and processes within similar cultures. Therefore, the discussion addresses the question of establishing a shared terminology platform dedicated to sensitive topics such as menstruation and sexual organs and developed by teachers within a certain cultural context. The setting was composed of Grade 12 Biology teachers in secondary schools situated in remote, widely spread rural villages of the Eastern Cape in South Africa.

All the teachers taught in culturally homogenous settings where learners shared the

same Xhosa culture with the teachers and community members. A qualitative approach was conducted with 8 teachers drawn from 8 secondary schools and all participants were purposively selected. A critical paradigm guided the study, framed within Contiguity Argumentation Theory as an indigenous knowledge framework while language multiplicity was grounded on Bakhtin's theory of heteroglossia.

Data were generated from semi-structured interviews and descriptive drawings and analysed through thematic data analysis. Results indicate that teachers feared losing authority and receiving criticism based on known cultural sensitivities and consequently, did not teach menstruation nor use informal and slang terms such as 'egemini' which they knew. A claim is made that upon gaining an understanding of linguistic concepts rooted in culture with traditional Xhosa vocabulary for menstruation such as 'engceni', all teachers unanimously agreed that cultural euphemisms act as bridging tools and provide a viable strategy for teaching cultural avoided concepts. A claim is also made

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1.D3 Presentation

Title: Preservation Of African Cultural Attributes Through The Teaching Of African Traditional Religious Content: A Study Of Secondary Schools In Uasin Gishu County, Kenya

Name: Musamas Kemboi

Abstract

Culture is the total sum of a people`s way of life which is usually enhanced through the process of socialization. With the effects of globalization, acculturation is effectively taking root and the risk of extinction of particular cultural attributes is evident. The preservation of a people`s identity through the appreciation of cultural attributes and their conservation needs concerted efforts by the society towards its youth. The incorporation of the African Traditional Religious content (ATRC) in the Christian Religious Education curriculum was aimed at preserving Kenya`s rich cultural heritage (KICD, 2018).

The purpose of this study was to investigate the preservation of African cultural attributes through the teaching of African Traditional Religious Content. The objectives of the study were: to find out the cultural attributes enhanced through the teaching of African Traditional Religious content, to assess the approaches used by CRE teachers to encourage the preservation of African cultural attributes through the teaching of African Traditional Religious Content, to establish the attitudes of CRE teachers on the cultural attributes enhanced through the teaching of African Traditional Religious content and to identifythe challenges in the teaching of cultural attributes through African Traditional Religious content. The study was based on Albert Bandura`s social cognitive theory. The study adopted a qualitative multiple case study design.

The study was carried out in Uasin Gishu County secondary schools and purposive sampling was used to select thirty schools with a focus on form one and four CRE teachers. Data was collected by use of document analysis, in-depth interview and observation schedules. The data was analyzed in themes. The study found out that the cultural attributes enhanced through the teaching of ATRC included the African concept of God, spirits and ancestors, the meaning of life and its wholeness in African traditional societies, the rites of passage, African moral values and African traditional perspectives related to selected contemporary living issues.

The dominant approach CRE teachers used was that of a comparative nature between ATRC and Christianity with a tendency of use of past tenses which failed to bring out the present and future interaction with the ATRC. In relation to attitudes of CRE teachers on the ATRC, there was a negative view of the content citing irrelevance to the learner`s experience and the examination oriented curriculum which prevented emphasis on the affective domain.

The CRE teachers cited challenges such as the syllabus/ teacher`s guides and course books inadequate focus on the idea of cultural preservation, the seemingly invisible society`s role in appreciation of African cultural attributes, the insufficient in-service training of teachers, inadequacy of variety in teaching/learning resources, an overloaded and examination oriented curriculum and the negative attitude of teachers to the ATRC. The study concluded that there was an urgent need for schools to overcome the named challenges for the continued preservation of African cultural attributes through the teaching of ATRC otherwise the content would revert to cognitive knowledge for examination purposes thus losing its purpose in the school curriculum. The study recommended that teacher trainers put more effort in the training of CRE teachers to enable them sustain a positive attitude towards ATRC and to make use of effective teaching approaches, provision of continuous in serving of teachers and the redesigning of the syllabus/ teacher`s guides and course books to focus on the how and what of cultural preservation.

1.E1 Presentation
Title: Administrative Strategies Adopted To Enhance Learners Performance Of Kiswahili Language In Secondary Schools: A Case Of Ruhaama County, Uganda.
Name: Aloyzius Akampwera

Abstract
It is in 21 st Century that Kiswahili language has started gaining dominance as African lingua-franca in most parts of the world only that formal and technical fields are still dominated by the English language. Kiswahili is a multilingual that can be harnessed to

address ethnic disparities especially across the African continent with emphasis from the education institutions. The Parliament of Uganda made Kiswahili a second official language of Uganda in 2003 and recommended its teaching in schools in 2005. In 2020, National Curriculum Development Centre made Kiswahili a compulsory subject for lower secondary schools' curriculum. Nevertheless, Kiswahili has been challenged in instruction in schools. This study investigated the Administrative Strategies Adopted to Enhance Learners Performance of Kiswahili Language in Secondary Schools: A Case Of Ruhaama County, Uganda. The objectives of the study were to assess the curriculum delivery on enhancing Kiswahili performance; establish the teacher resources on enhancing Kiswahili performance, and to examine how supervision enhances learners' Kiswahili performance.

The study sample size was 314 participants including 267 Kiswahili students on simple random; 27 Kiswahili teachers purposively; 20 headteachers on census basis. Data collection was done through the use of questionnaires, observation checklists, and interview guides. Quantitative data were analyzed with descriptive statistics such as frequency tables, pie charts, graphs, and percentages whereas qualitative data was analyzed thematically categorizing emerging themes together. The study found that the strategies of debating, group discussions, and library and assessments helped 15% of Kiswahili students to have lesson notes, 79% improved their Kiswahili vocabulary and 54% practiced speaking Kiswahili.

Supervision reduced on students' escapism from school and maintaining discipline for good learning. The study concluded that the secondary schools adopted good administrative strategies for improved learner Kiswahili performance, though supervision and curriculum delivery policy plans have to be emphasized adopting methods of participatory learning like debating, group discussions, project work and daily general school student roll calls. The study recommended the schools' administrators to emphasize the school's use of Kiswahili practice policies such as debates, group discussions, and library use for the students' and embracing students' supervision for a motivating learning environment.

1.E2 Presentation
Title: Promotion Of Physical Activity Participation Among University Students In Tanzania
Name: Ida Jaribu

Abstract
Studies reveal that Education Institutions play a vital role in promoting Physical Activity (PA) participation among young adults. This enhances values and social skills that help in tackling universal challenges, such as inactivity, obesity, unemployment, and conflict. However, most of these studies are done among secondary schools and out of school

community young adults. As a result of scarcity in data on promotion of physical activity among young Adults in higher learning Institutions, this study sought to evaluate the strategies put to promote physical activity participation among university students. The study was carried out in one public University in Tanzania.

The study embraced concurrent triangulation design of mixed methods which involved collecting and analysing of both qualitative and quantitative data at the same time. The data were generated using interviews, observation, and questionnaires. Consequently, quantitative data was thematically analysed while descriptive statistics used to analyse quantitative data.

The findings indicate the number of strategies put by the university to promote PA participation including; enacting and implementing the sports policy, physical/instrumental support, emotional support, and informational support. Also, 70% of participants established that the strategies put would enable them to participate fully in PA if they were well implemented by the University.

Generally, the university has put a variety of strategies for PA participation for health including the implementation of the sports policy which was not in consideration. Thus, the study suggests that time for participation among students should be visually provided in the university schedule to promote fully participation in PA. These findings have implication for Sustainable Development Goal number three which aims to ensure healthy lives and promote well- being for all at all ages to curb the dangers of inactivity behaviours among populations.

1.E3 Presentation
Title: A Girl's Eyeview: Gender-Based Violence Experiences Of Secondary School Girls In Mathare Informal Settlements, Nairobi County, Kenya
Name: Naomi Mworia

Abstract

Gender-Based Violence (GBV) is part of the hard realities of living in an informal settlement. The United Nations reports it as one of the most serious human rights violations, with more than 30% of the females experiencing it. Vulnerability to GBV in these locales is even increased when one is younger, as is the case with secondary school girls, with statistics indicating that they have the highest recorded number of cases of GBV. Numerous policies to mitigate this are in place, yet the vice is on the increase. Most data on GBV that exist focus on adult females, yet the GBV can be traced in the early years of the females' lives, and later ignored and thus normalizing the malpractice. Besides, this vice could be propagated by congested housing in informal settlements in

urban areas, coupled with broken moral fabric in traditional families. The study, therefore, set out to explore secondary school girls' experiences of GBV in Mathare informal settlements in Nairobi, Kenya.

The objective of the study was to explore the forms of GBV experienced by the girls in secondary schools and to explore schools' responses to gender-based violence cases. The social feminist theory by Crenshaw and Janes, and the social support theory by Drennon-Gala and Cullen, guided the qualitative study, which employed phenomenological research design within the interpretivist paradigm. The study involved 28 participants (girls), who were selected through snowball sampling, from two public secondary schools in Mathare informal settlements. Data were generated through a participatory visual method, drawings, to explore girls' experiences of GBV. Data emanating from discussions of the drawing were thematically analyzed. The findings revealed that the girls experienced physical, sexual, psychological, and verbal abuse. Physical abuse would occur alone or intertwined with sexual abuse. Psychological abuse encapsulated rejection and being treated as commodities.

The girls were also verbally abused, taking the form of harsh words and gender-discriminative speech. Perpetrators included teachers, relatives, fellow students, and community gangs. This study concluded that girls experienced varied forms of abuse, which most of the time was neither reported nor even noticed. Further, some girls reported that the key school response was often guidance and counseling while others reported that the school was unable to help them. Several participants reported a lack of belief by the teachers upon reporting their experiences, perceiving the experiences as normal occurrences.

The study, therefore, recommended that schools should have a mechanism to identify girls experiencing GBV and offer specialized trauma counseling services. Further, that schools should organize whole school development sessions where teachers, boys, and girls are trained on GBV awareness and possible intervention strategies.

1.F1 Presentation
Title: Play Way Method Of Learning In Developing Digital Literacy Among Pupils In Primary Schools In Nandi Sub-County: Kenya
Name: Sarah Jemutai

Abstract

Digital literacy is the ability to have knowledge, skills and behaviors which are necessary to effectively and safely use a wide range of digital content and devices for learning. Play with digital devises can help learners develop digital skills. Play is directly related to children's development in early learning and academic success. The purpose

of this study was to investigate play method of learning in developing digital literacy among pupils in primary schools in Nandi County, Kenya. The objectives of the study were: To explore teachers' perceptions of play way strategies of learning in developing digital literacy among pupils in primary school. Examine primary school pupils' digital literacy competencies demonstrated through play way method of learning. Assess the challenges primary school pupils and teachers face in developing digital literacy through play method.

The study was underpinned by Constructivism Learning Theory.
The study utilized qualitative research method, case study research design and adopted interpretivism research paradigm. Data was collected from twelve public primary schools in Chesumei Sub County in Nandi County, 12 head teachers, 12 grade one teachers, 480 learners and one education officer using purposive sampling methods. The data was collected using: teacher reflective journals, interview and observation schedule. The data was analyzed thematically and the findings revealed that: Teachers perceived play way method of learning as digital skill acquisition, child centered approach and a method that changed the role of the teacher.

Competencies that were developed as result of play included: Manipulating the tablet menu, accessing the digital content and reading on screen, booting up, use of icons and search engine. The findings further revealed the challenges encountered in the use of play way fordevelopment of digital literacy as follows: Digital devises hanging, inadequate time to learn digital literacy, lack of confidence to use the tablets, and only a few tablets allocated to schools.

The following recommendations were made. The teachers should come up with innovative methods of teaching that are self-directed and make use of more play content while teaching to enhance digital literacy. The Ministry of Education should allocate time for teaching digital literacy as an independent activity area rather than integrated subject as currently offered in public primary schools.

The schools to entrench a system of providing regular maintenance and repair of the digital devises, and the Government to increase the number of tablets to meet the growing enrolment of learners. This study has designed a model that can be used by primary school teachers to teach digital literacy effectively as an innovative method of teaching. This is with the consideration of the need for more guidance and inclusion in curriculum design on how learners can learn and develop digital skills. The findings of this study are useful in curriculum innovation in Kenya and other parts of the world.

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1.F2 Presentation
Title: Towards blended learning approach in the competence based learning in the new lower secondary curriculum
Name: Geoffrey Mutumba

Abstract

This study analyses the blended learning approach and the competence based learning in the revised new lower secondary school curriculum. The purpose of this study is to set the analytical stage for drivers and challenges of 'new' blended learning approaches in the context of lower secondary in Uganda in the twenty first century.

This study uses complex data from source documents, empirical literature and archival information, which was triangulated to obtain greater truths. It also implores the blended learning model to advance mediated learning experiences and development of competences among young learners in secondary schools in Uganda.

The results reflect increasing prospects for the greater use of blended learning approach to develop competences. However, this comes with particular challenges that include socio economic as well as institutional attributes. The study concludes that lower secondary school curriculum should deliberately advocate for the use of blended learning approach to advance greater attainment of competence education. Policy makers therefore must embrace the ideals of blended learning ad also be able to mitigate the challenges, that hinder its full implementation.

This study reveals the existing challenges as well as drivers that will guide a survey to understanding the secrets for digital learning in lower secondary education in Uganda. Key words: Blended learning, Competence based curriculum, New Lower Secondary School Curriculum, Uganda

1.F3 Presentation
Title: Investigating academic resilience amongst engineering students in South Africa: A quantitative study
Name: Curwin Mapling

Abstract

Existing literature acknowledges the concept of academic resilience as critical to student success, particularly in challenging fields such as engineering, where there are some of the highest drop-out and lowest through-put rates. However, empirical research on resilience remains scarce, particularly in African contexts. The use of quantitative methods in exploring academic resilience, especially within the South African engineering education environment, is not well-documented. This study sought to shed light on

the resilience of a cohort of final-year Bachelor of Engineering Technology (BEngTech) students at Nelson Mandela University. This conference presentation focuses primarily on the quantitative phase of a larger exploratory mixed-method case study on resilience and represents a unique contribution to the existing body of research on resilience among engineering students. The quantitative phase included two measures of risk: the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition Self-Rated Level 1 Cross-Cutting Symptom Measure-Adult and the Kessler Psychological Distress Scale, along with two measures of resilience: the Adult Resilience Measure-Revised and the Academic Resilience Scale. Descriptive and inferential statistical analysis was conducted on the quantitative data collected from the measurement items.

In this phase, 66 students from Industrial, Civil, Electrical, Marine and Mechanical Engineering courses participated by completing a series of the abovementioned standardised psychometric measurement tools. The study participants demonstrated high levels of resilience, a finding that was to be expected considering their stage of study (final-year) and the perseverance required to complete their BEngTech courses. These results offer a quantitative perspective on academic resilience among South African engineering students, highlighting the multifaceted nature of resilience and the myriad factors that contribute to it.

The quantitative data from this study revealed generally strong levels of academic resilience among the final-year BEngTech students. The measures of risk and resilience, as assessed by the measurement items, revealed statistically significant levels of perseverance and resilience in the face of academic challenges. It is important to note that the qualitative findings, which have been discussed extensively in prior work, offered a contrasting, harsher picture of the students' lives. The difference between the two sets of findings underscores the complexities of academic resilience. This conference presentation emphasises the importance of quantitative research in uncovering facets of resilience that might be less apparent in qualitative data. These findings carry significant implications for improving student support interventions, particularly in challenging academic environments such as engineering. Further research is recommended to refine these interventions and to continue exploring different facets of academic resilience, including the under-researched area of how students perceive their university training in relation to their future careers.

2.A1 Presentation
Title: Citizenship Education In Kenya: A Content Analysis Of Early Years Indigenous Languages Curriculum
Name: Dingili Rodgers & Alice Yuyungu

Abstract

Culture plays a significant role in understanding African traditional forms of political governance, Citizenship and Citizenship Education. More importantly is the argument that,a people's culture is best passed on through their language. It is in line with this that the competency based curriculum emphasizes the use of indigenous languages for instruction at early years' education. This study therefore sought to assess the degree of integration of citizenship issues identified by Van Gunsteren (1998) theory of Neo-republican citizenship in early years' indigenous languages curriculum. In particular, it aimed at evaluating the incorporation of the tenets of this theory which are; rights and freedoms, duties and responsibility, sense of belonging as well as active citizen participation. The study was thus anchored on Neo-republic theory of citizenship. It adopted a qualitative research approach. Specifically, a qualitative content analysis research design was utilized. Purposive sampling technique was used to select early years' indigenous languages curriculum designs for study. Data collection was mainly through document analysis whereby content in early years'indigenous languages curriculum designs were read iteratively to determine patterns and generate themes.

The generated themes were then evaluated against Van Gunsteren (1998) theory of Neo-republican citizenship. This analysis was done through descriptive and critical analysis. The study findings revealed adequate integration of citizenship issues identified by Van Gunsteren (1998) theory of Neo-republican citizenship. In particular, the citizenship issues as captured in the early years' indigenous languages curriculum designs depicted learning context that the learners could relate to in their daily lives. These findings are important as they inform on the hidden benefits of teaching Citizenship Education through indigenous languages. This therefore enhances the development of effective citizenry.

2.A2 Presentation

Title: Full Steam Ahead With Maths And Art
Name: Carine Steyn

Abstract

The advantages of adding Art to STEM has been widely documented (Huichen & Xiaoting, 2016; Perignat & Katz-Buonincontro, 2019) and is important in fostering creativity as part of problem solving. Another advantage is that learners, who may not see themselves as mathematical or scientific, may be drawn to the subjects through this multidisciplinary approach (Bazler & Van Sickle, 2017; Catchen, 2013). Some of the early STEAM studies suggested that more learners became interested in pursuing a career in science and mathematics as a result of the approach that included art (Bazler & Van Sickle, 2017). For many years the Govan Mbeki Mathematics Development Centre (GMMDC) has been reaching out to under-resourced secondary schools in the Eastern Cape Province.

The GMMDC strived to improve the maths and science performances of schools through their Techno- Blended approach. The introduction of STEAM in 2017 added another layer to the approach. Since 2018, the GMMDC held an annual MathArt competition for schools as a free STEAM education project. The MathArt Competition for grade 9 to 12 learners was seen as the vehicle in the journey of motivating learners in mathematics but also encouraging them to become creative and innovative. The need to extend the competition to a national project was soon realised. Since 2019, the project was thus extended to include grade 7 to 12 learners nationally.

The project was aimed at mass participation and to creatively combine Mathematics and Art with an annual theme. The connections between the different disciplines seemed daunting to most teachers and learners ad thus a series of workshops were developed to demonstrate how Maths and Art can be linked. A series of hands-on activities were designed that played an important role in encouraging both Mathematics and Art teachers to collaborate and connect.

The presentation will take the audience through a visual showcase of what the learners have produced. The focus will be on the most common themes that learners explored but also some unexpected outcomes such as the expression of feelings, insight into education and current world issues. The transdisciplinary nature of the competition is expressed as the learner's linked mathematics with the different sciences, engineering and technology. This project has demonstrated the potential and viability of STEAM as a potentially disruptive intervention in South African Schools.

2.A3 Presentation
Title: Instructional Materials And Their Influence On Learners' Achievement: Case Of Post-Basic School English Curriculum In Burundi
Name: Alfred Irambona
Abstract

Learners' academic achievement in English at the post-basic education level in Burundi is poor and needs to be addressed. This circumstance might have been caused by a combination of influential parameters, including educational resources. This study then looked at how much the instructional materials influenced post-basic school learners in English in Burundi. This paper is a report of part of a research that was conducted in 2023 on an evaluation of the instructional influences of the post-basic school English curriculum on learners' achievement in Burundi. Using a convergent parallel research design and a pragmatic paradigm, this mixed-method study was backed up by two theories: Communicative Language Teaching for the 21st Century and the Social Learning Theory.

To collect the data, a triangulation of research tools involved a questionnaire for learners,

interviews for teachers, and classroom observations. Sixteen teachers of English and three hundred and thirty learners from the language section at the post-basic school level in the second and third years in the Bujumbura Municipality constituted the sample of this study. Stratified and random sampling techniques were used in the selection of the respondents for this study. To discover how much the instructional materials influenced learners' academic achievement, the data were descriptively and thematically analysed.

The study established that learners' textbooks were level-appropriate since the majority of the respondents (66.5%) admitted that they understood the content of the English pupil's book. The study also showed that the activities in the English learners' textbooks were authentic, considering that the different themes were based on issues that learners currently face or will encounter in their daily lives. However, it was found that the learning activities were not enough in that some themes were not sufficiently developed. The study further demonstrated that there was an alarming scarcity of teaching materials ranging from textbooks (Mean = 3.40, SD = 1.425) to audio and audio-visual teaching aids (Mean = 3.21, SD = 1.298) in most of the sampled schools. This research finally revealed that instructional materials had a moderate influence on students' academic achievement (overall mean = 3.257, standard deviation =.6901). It was recommended that the government provide all the missing teaching and learning materials in order to help the teaching and learning process move smoothly and improve learners' academic achievement.

2.A4 Presentation
Title: A Comparison Of The Theoretical And Fieldwork Methods On The Teaching And Learning Of Oral Literature In Secondary Schools In Kenya
Name: Wekhulo Timothy

Abstract

Teaching and learning of oral literature plays an important role in student's lives. It fosters in learner's values, knowledge and critical thinking. However, the teaching and learning of oral literature has faced a myriad of challenges. The purpose of this study was to make a comparison of the theoretical methods with respect to fieldwork methods on the teaching and learning of oral literature in secondary schools in Kenya.

The study had two objectives; First, to bring out the difference between fieldwork method and theoretical methods of teaching oral literature and secondly, to analyze the activities carried out when fieldwork methods are used as compared to those used when theoretical methods are used in the teaching and learning of oral literature.

The study was guided by Robert Gagne's conditions of learning theory. The target population was 636 form three students out of which 234 students were sampled

using Krejcie and Morgan table and simple random sampling technique. A pre-test was administered to form three students of four selected schools. A group of two schools was subjected to teaching through theoretical methods while the other group of two schools was taken for fieldwork lessons, after which a post-test was then administered.

The findings indicated that students who were taught using fieldwork methods scored highly in the post-tests, attaining a positive deviation of +11.55 as compared to those who were taught using theoretical methods who attained a positive deviation of +5.76. The study concluded that the fieldwork method was more effective in the teaching of oral literature than the theoretical methods.

The study recommended that schools should encourage teachers to use a variety of teaching methods in oral literature, teachers embrace change in their teaching methods, schools should equip their libraries with oral literature materials and lastly teachers should utilize easily available resources in teaching and learning of oral literature.

2.B1 Presentation
TitleParental Involvement In Students' Learning At University Level
Name: Lorna Wafula

Abstract
Parental involvement in learning plays a significant role in shaping a student's educational journey and overall success. Though universities are often seen as a space for students to become independent and take responsibility for their own actions and education, the support and engagement of parents or guardians can offer invaluable benefits. This paper explores how parental involvement in learning at university level can lead to improved discipline, class attendance, higher grades and high graduation rates. The study adopted an analytical approach. It was anchored on Coleman's theory of Social Capital.

Data was collected using desk reviews and document analysis. The study found out that parental involvement in learning is associated with improved academic achievement outcomes for students, increased student engagement and motivation, enhanced social and emotional well-being, improved decision-making and career development, bridging the gap between home and University and influence on educational aspirations and attitudes.

From the findings, the challenges that may be experienced with the introduction of parental involvement in students' learning at University level include: overinvolvement and dependence, conflicting expectations and goals, limited understanding of academic demands, cultural and generational gaps, limited time and busy schedules, language

and cultural barriers, limited access to information and resources, negative University experiences and perceptions, lack of parental confidence and self-efficacy and socioeconomic disparities.

The study concluded that parental involvement in learning at university level is a crucial factor that significantly impacts student outcomes, academic achievement, and overall well-being. The study recommended that parental involvement at University level is crucial because it positively influences students' academic achievement and success, promotes student engagement, motivation and self-efficacy, contributes to students' social and emotional well-being, plays a critical role in students decision-making processes and career development, helps bridge the gap between the home environment and the university setting and significantly influences students' educational aspirations and attitudes towards education.

2.B2 Presentation
Title: Determinants Of Teachers' Cognitions On Use Of Instructional Media In English Language Pedagogy: Teachers' Narratives From The Kenyan Context
Name: Gladys Kemboi

Abstract
Teacher cognition plays a critical role in classroom pedagogical process. Cognition here refers to the unobservable cognitive dimensions of teaching, what teachers know, believe and think regarding their teaching practices. Teachers are not passive recipients of instructional procedures but active thinking decision makers who make pedagogical choices based on their practical and personalized contextual knowledge, thoughts and beliefs. Among the various instructional decisions made by teachers is the use of instructional media. The use of instructional media facilitates teaching and learning by making it easier, clearer and more interesting.

However, literature indicates that teachers do not utilize IM effectively in their lessons despite being prepared for the same in Teacher education Institutions. It is this discrepancy that necessitated research on teacher cognition and instructional media use. This paper draws from one research question of a recent PhD research thesis which sought to establish the determinants of teachers' cognition on use of instructional media in English Language pedagogy. The study was guided by the relativist-interpretivist philosophical paradigm which holds the premise that reality is subjective, internal and depends on ones perceptions and experience. Qualitative approach and Multiple Case Study method was used.

The study was undertaken among secondary school teachers of English in West Pokot

County of Kenya. Stratified, simple random and purposive sampling procedures were utilized to obtain forty five participants; Fifteen (15) heads of department and thirty (30) teachers of English. Semi-structured interviews, classroom observation, and document analysis techniques were used to generate data. Data was analyzed thematically based on the themes and sub- themes arising from interview transcripts and observation notes then presented in narrative form.

The findings revealed that teachers' cognitions are influenced by factor such as schooling, experience, colleagues and training. These findings provide relevant information that can be utilized by stake holders in education such as the Ministry of Education (MOE), Teachers Service Commission (TSC), Kenya Institute of Curriculum Development (KICD) and Teacher Education institutions in planning for both pre- service and in-service

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2.B3 Presentation
Title: Using Participatory Visual Methods To Teach Character Education In Early Childhood In Kenya
Name: Mos Olao

Abstract

The rising cases of youth engagement in anti-social behaviour in Kenya present the need for educational stakeholders to invest in the teaching of character education. This study explored the use of participatory visual methods (PVM) in the teaching of character education. This study was guided by two objectives: to establish approaches initially used by teachers to teach character education in early childhood settings and to explore teachers' experiences and views of using participatory visual methods to teach character education in early childhood settings in Kenya.

This study was anchored on Dewey's Constructivism Learning Theory. The interpretivism paradigm was adopted where a qualitative approach and a multiple case study design were employed. This study targeted grade 3 teachers from public primary schools in Eldoret. Purposive sampling was used to obtain 8 teachers from 4 public primary schools. Qualitative data were generated through drawings, individual interviews and reflective journals. Data was analysed thematically through systematic open-coding of the raw data.

The findings of this study revealed that teachers initially used teacher centred approaches and subject integration to teach character education. It also revealed that participatory visual methods were new in the teaching of character education and that they could also be suitable in teaching other subjects. This study showed that participatory visual methods were effective in teaching character education and also in developing talents

and professional competencies in learners. This study concluded that participatory visual methods are new approaches as an alternative for better teaching of character

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2.B4 Presentation
Title: Examination of Instructional Design Variables and Student Learning Outcomes in Online Learning Courses: Perspectives of Ugandan Undergraduates
Name: Kishabale Bashir & Luyima Jimmy

Abstract

Despite the progressive adoption and deployment of online learning programmes by Ugandan higher education institutions to foster digital education, little is known about the instructional aspects of courses undertaken in the various online programmes; let alone the quality of student learning outcomes in the form of satisfaction, learning effectiveness, and persistence with online learning initiatives. The current study sought to examine the instructional design variables, students' satisfaction, learning effectiveness, and persistence in online learning courses.

Guided by the cross-sectional survey approach, this study made use of an Instructional Design Quality Questionnaire that was distributed to 805 students who were taking online courses across ten post-secondary institutions in Uganda. Masoumi's e-Quality framework and Bhattacherjee's Information Systems Continuance Model were synthesised to form the theoretical framework for the study.

The data were analysed using one-way between groups MANOVA test, Standard Multiple Regression Analysis, and Structural Equation Modeling. The MANOVA test results found statistically significant differences in students' perceptions on learning outcomes across ICT knowledge levels. On the other hand, the multiple regression analysis revealed statistically significant predictive relationships between the instructional design variables and learners' satisfaction, learning effectiveness, and persistence. Lastly, Structural Equation Modeling indicated that the eclectic online learning success model was consistent with the empirical data. The findings of the study have highlighted both practical and theoretical implications for online learning course design and

implementation for effective learning outcomes in Ugandan higher education institutions. Particularly, the statistically significant results in the current study are essential for guiding Online learning stakeholders in devising successful strategies for enhancing student satisfaction, learning effectiveness and persistence in the Online learning environments.

Conference Presenters and Abstracts

2.C1 Presentation
Title: Governing Higher Education through standards of Bologna Process in Germany: Lessons for Regional standardization of higher education in East Africa**Name:** David Kessio

Abstract

The Bologna Process is a voluntary agreement of European Ministers responsible for higher education with the aim to promote cohesion in European higher education, to create a common basic structure of study programs, procedures and degrees, to ensure quality, to promote international mobility and to increase the relevance of programs for the labor market. It is not an international or supranational organization and it is not subject to public law or the law of peoples: - but it is especially this rather loose form of cooperation which has made the process so efficient.

This paper sets out to delineate the key issues in implementation of Bologna process in Germany and suggests strategies which can be adopted in East Africa region as best practices. The study adopts qualitative research design where data was collected through interview of key informants in DAAD, Bonn, Germany program coordinators including experts and document analysis of key policy documents guiding Bologna implementation. Key policy documents on cross border higher education were reviewed. The researchers were motivated by use of best practices to enhance regional mobility of students within Africa.

The finding reveals that there is need to domesticate the key issues aforementioned inter alia in orders to standardize thus enhance mobility of students and staff. The findings from this study are useful to respective universities, governments and stakeholders including researchers in the field.

2.C1 Presentation
Title: Disruptive Technologies 4ir/Ar/Ai in Learning at Higher Education In Kenya; Challenges and Posssibilities
Name: Betty Bor

Abstract

This study focuses on the use of disruptive technologies in Technical and Vocational Education and Training (TVET) institutions, with a particular focus on Sub-Saharan Africa, East Africa, and Kenya. These technologies include those from the Fourth Industrial Revolution (4IR), Artificial Intelligence (AI), Augmented Reality (AR), and mobile devices. To get a thorough grasp of the subject, the study uses a mixed-methods strategy that combines qualitative and quantitative data collection methodologies. According to the study's findings, a sizable portion of TVET

institutions in the targeted regions have included disruptive technologies into their instructional strategies. The use of 4IR technologies, including mobile devices, AI, and augmented reality, has shown potential advantages for vocational education. These technologies have made it easier to personalize instruction, boost the development of practical skills, and increase student engagement. Students can practice technical skills in a secure and regulated setting by using augmented reality, in particular, to create immersive and engaging learning experiences.

However, the study also points out a number of difficulties in integrating disruptive technology into TVETs. These difficulties include resource limitations and infrastructure restrictions, such as erratic internet connectivity. Professional development and teacher preparedness are essential for successfully integrating disruptive technology into the curriculum.

It is crucial to offer continuing education courses that give teachers the pedagogical knowledge and practical skills they need. The report also emphasizes the significance of resource allocation, strategic alliances, and legislative interventions in order to assist the adoption and integration of disruptive technologies in TVET institutions. Collaborations between TVET institutions, industry partners, and governmental organizations are essential for exchanging resources and knowledge and advancing the development of skills that are applicable to industry.

2.C3 Presentation
Title Extent To Which Social Interactions And Patterns Influence Re-Careering Among Working-Class Students In Selected Kenyan Public Universities
Name: Anne Njiiri

Abstract
Re-careering is a phenomenon whereby already trained individuals seek a total shift to a new and different work field, demanding a new set of skills. While re-careering presents new opportunities to those re-careering, it affects employees and organization in different ways due to shifts that impact negatively on either the organization or individual. The rate of re-careering continues to rise in Kenya.

Edward Lorenzo Chaos Theory of Careers guided the study. The study adopted a mix-research design (i.e., quantitative and qualitative) to collect and analyze data. A total of 384 questionnaires were distributed to target population sample. Data collected was analysed using Statistical Package for Social Sciences (SPSS) version 21. The descriptive statistics included frequency distribution, means, and graphs tabulated according to research objectives.

Qualitative data generated themes that were analysed thematically. The findings showed significant statistical relationship between social interactions and re-careering. The findings showed that social interaction had a chi square of 2.550 and a p-value of 0.0l38. The study findings would be significant to university academic deans, guidance and counselling personnel, career department and educational policy makers in Kenya in helping students make proper career choices. The study recommended that Commission for University Education (CUE) establish clear and similar guidelines of academic qualifications for admissions into degree programmes and university for all students in regular and self- sponsored study modules.

2.C4 Presentation
Title: Strengthening Postgraduate Supervision In Universities In Kenya
Name: Cornelius Rugut

Abstract

The vision for university education in Kenya is to provide globally competitive quality research and training.The aim is to produce highly trained researchers who can contribute significantly to the country's national and economic development. However, several studies show that there are a number of supervision shortfalls in universities in Kenya; and this presents a great concern in training of research students. While there are many studies that have been undertaken on postgraduate supervision elsewhere, there are few documented studies that have established the nature of postgraduate supervision in the context of Kenya universities.

The aim of this study therefore was to explore the perspectives of postgraduate students and supervisors on how postgraduate supervision can be strengthened in universities in Kenya. The guiding research question was; what are the perspectives of students and supervisors on how postgraduate supervision can be strengthened for achievement of higher education objectives in universities in Kenya?, The study was carried out in public universities in Kenya. This was a qualitative study located within a social constructivist paradigm. Convenient and purposive sampling was utilised to select 18 participants from three public universities in Kenya. The participants were academic supervisors and postgraduate students (both Masters and Doctoral). Data collection was done using unstructured individual interview with supervisors and focus group discussion with students.

The data generated was analysed thematically and Vygotsky's social cultural theory was used to make meaning of the findings. The results revealed that supervisors need to be supported through capacity building programs that shape their knowledge and skills and building physical and online structures that support the supervision process. It also

revealed that there is need to engage students in a comprehensive mentorship program and a constructive student-supervisor relationship. In conclusion, this study recommends that for achievement of effective postgraduate supervision, there is need for universities in Kenya to invest in developing the skills and knowledge of supervisors and improve the supervision environment by setting up the necessary support structures. Student –centered programs should also be put in place to enable students' active participation and a positive social interaction of the student and the supervisor.

2.D1 Presentation

Title: Challenges In Integrating Climate Change And Sustainability Education Into Business And Management Training At Higher Education Institutions In Uganda. A Multiple Case Of Uganda Management Institute (Umi) And Nkumba University

Name: David Ssekamatte

Abstract

Climate change and sustainability continue to generate debate and pre-occupy scholars and practitioners across the globe. There have been interventions to address these challenges ranging from political, economic and legal solutions across the globe. The UN Decade on Education for Sustainable Development promoted the role of education and training in dealing with sustainability challenges including climate change. This paper presents findings on challenges faced in integrating climate change and sustainability education into business and management training at higher education institutions in Uganda. Based on social constructivism, the researchers adopted a case study design within the qualitative approach.

Data was generated using semi-structured in-depth interviews with the help of an audio recorder from 24 academics and curriculum officers at the Uganda Management Institute (UMI) and Nkumba University. Data was transcribed and analyzed using thematic analysis based on Braun & Clarke (2006). The findings may help business and management training practitioners to improve their sustainability education integration processes. It may also add to existing scholarly literature on climate change and sustainability education.

2.D2 Presentation

Title: University-Community Engagement Opportunities To Address Climate Change Issues In African Context.

Name: Nelson Mandela

Abstract

Detrimental impacts of Climate Change (CC) have necessitated strong and growing impetus for University-Community Engagement (UCE) to facilitate and sustain carbon

reduction strategies and practices by African higher education institutions. Taking urgent action to combat CC is based on the adaptation of the United Nations to the Sustainable Development Goals (SDGs) by 2030. Many African universities have embedded CC knowledge and programs in the first two university missions (Teaching and research), with a dearth of literature in the third mission (Community engagement). Thus, this study explored opportunities that universities can engage communities to address issues of CC (CC knowledge, mitigation and adaptation practices), particularly in an African context.

A qualitative multiple case study design was adopted to generate data from 40 purposively selected university staff from Makerere and Ndejje universities in Uganda, students of CC related programmes at the case universities and community leaders. Data was collected through semi-structured in-depth interviews with the university staff and community leaders and focus group discussions with students. Data was analysed using Braun and Clarke's (2006) thematic analysis with the help of MAXDA software. With recent calls to Africanise African Studies and a wave of deep knowledge work excavating African intellectual traditions within African universities, this study was underpinned by Ubuntu theory.

The results of the study revealed numerous UCE prospects for climate action like institutionalization of CE towards CC mitigation and adaptation; incorporation of Indigenous knowledge about CC mitigation and adaptations in mainstream academic and collaboration programs; leveraging traditional conversation spaces (Barazas) for UCE and pathways for sensitization; Harnessing women's knowledge, experiences and contribution towards CC mitigation and adaptation practices; Community empowerment and income diversification as a key to building climate resilient communities, and synergetic approach for policy formulation and implementation.

University-Community engagement towards CC action remains marginally institutionalized at the case universities: This form of engagement is not yet fully integrated into their budgets, community engagement programs towards climate change action and research activities. Their faculty hiring and promotion practices either ignore or insufficiently recognize individual or faculty contributions to the external communities. To effectively utilize these opportunities, CE at African universities requires each university to pay attention to its institutional context like history, disciplinary focus, location, ownership, mission, culture, values and priorities, and national policy agendas. The conceptualization, implementation and sustainability of CE programs in African contextualized Higher Education Institutions (especially universities) should reflect indigenous epistemologies induced by African philosophies as its core foundations.

Conference Presenters and Abstracts

2.E1 Presentation
Title: The Role of Teacher Professional Development Support Plan as a Tool for Enhancing Teacher Performance.
Name: Anne Karanja

Abstract

To build a flexible, innovative, and proactive young generation, the students need to be equipped with diverse skills beyond mere mastery of content. The underlying purpose of Teacher Performance Appraisal and Professional Development (TPAD) is to promote quality teaching and enhance student learning outcomes. However, there is a scarcity of studies that have been done in Kenya to address the Teacher Professional Development Support Plan (TPDSP) as a tool for enhancing teacher performance hence the need for this study.

This study was conducted in one public secondary school in Naivasha Sub-County, Kenya. The purpose of this study was to explore the extent to which teachers understand and implement the TPDSP. The study aimed at creating awareness through participatory action research on the need for teachers to prepare and adhere to TPDSP. This qualitative study was framed within the constructivist paradigm and draws on a Participatory Action Research (PAR) design. Eleven teachers were purposively selected for the study.

The data was generated by use of open-ended questionnaires, document analysis and focus group discussion, and was analysed using thematic analysis. Ethical measures were adhered to and trustworthiness was ensured throughout the study. The Locke's (1968) goal-setting theory was used as the methodological and analytical tool for this study. The study revealed that majority of teachers had minimal understanding of TPDSP with majority of them having a negative attitude towards the whole appraisal tool.

As a result, preparation and adherence to TPDSP was inadequate. This study concluded that if well implemented, TPDSP plan would be a very significant tool in improving teaching competencies. Lastly, the study concluded that PAR was effective in creating awareness amongst the teachers on the need to prepare and adhere to TPDSP. PAR increased the teachers' sense of professionalism and equipped teachers to become agents of change. With teachers acquiring confidence in their profession and developing some collaborative and reflective skills, it is possible to advance their action research into more emancipatory concerns towards becoming better professionals and quality teachers.

Conference Presenters and Abstracts

2.E2 Presentation
Title: Investigate The Use Of Sign Language In Inclusion Of Pupils With Hearing Impairment In Physical Activity: Challenges And Prospects
Name: Janeth Mlay

Abstract

The research in the literature highlights the significant impact of communication methods on the inclusion of pupils with hearing impairment in physical activities, emphasizing the unique context in which their inclusion takes place. In this context, communication refers to the ways in which pupils with hearing impairment communicate using sign language in social interactions and promote inclusive education and enhance the learning experience of pupils with hearing impairment.

It is crucial to identify and implement effective sign language practices that facilitate their interaction, sustained engagement, and the development of friendships with hearing peers. By recognizing the importance of communication in
fostering inclusion in physical activity, there is a need to create supportive environments that allow pupils with hearing impairment to fully participate and connect with their peers in physical activity.

This study aimed to address the existing gap in knowledge regarding the use of sign language during inclusion of pupils with hearing impairment in physical activity in selected primary school. Specifically, the research sought to investigate the use of sign language as a means of communication on the inclusion of pupils in physical activities.
The study was carried out in one primary school in Dar es Salaam region in Tanzania. The study used a single case design, qualitative approach. The data were collected through interview, documents analysis, and observation schedule.

Findings revealed insufficient use of sign language during the inclusion in physical activity practices. Also there was limited handshape sign, the position of the hands sign, and movement of the hand sign during the inclusion of pupils with hearing impairment in physical activity practices.

Inclusion of pupils with hearing impairment in physical activity had insufficient sign language practiced on physical activities terms. The implication of the study outcry for sign language training on physical activities terms to enhance the inclusion of pupils with hearing impairment in physical activity in primary school.

2.E3 Presentation
Title: Experiences Of Masters Students On Completion Of Their Studies In A Selected Public University In Kenya
Name: Sheilla Chepkirui

Abstract

Postgraduate education has recently been on the rise due to the quest of many students to attain higher qualifications in their careers. Many students are enrolled at masters' level and are expected to complete their studies within the stipulated time of two years. However, this is not the case as many students fail to complete on time and end up in the university system for many years and some drop out of the programmes. The aim of this study was to establish the masters students motives of enrolling for the postgraduate programmes and explore their experiences on delayed completion of their studies.

This study was conducted in one of the public universities in Kenya in the School of Education. The study adopted a qualitative research approach and phenomenological research design. The study involved ten (10) masters students selected using snowball sampling technique who took part in a focus group discussion. Data generated was thematically analyzed. The study results revealed that masters' students' major motive of enrolling into the programmes was due to professional progression. Upon completion the students expected salary increment, promotion and the prestige that comes with the titles of advancing in postgraduate studies.

Further, results informed that delayed completion occurs due to a combination of many factors which are related to masters' students, supervisors and the institution. Some of the factors cited by the students were lack of funds to conduct research projects pay for their tuition fee and working full time employment as well as being registered as full-time students. Social challenges among them sickness in the course of studies was cited. On supervision challenges, participants informed that their delayed completion was influenced by the inaccessibility of their supervisors, slow feedback on their work from supervisors and lack of consensus among their supervisors. The study concludes that the masters students should ensure to keep their motive for enrollment alive throughout their studies this will act as a driving factor to timely completion of their studies.

Also, that, completion of postgraduate studies on time is a collective responsibility of students, supervisors and the institution therefore, they should work together as a system, each playing their role to achieve timely completion with the student expected to take the proactive responsibility. The masters' students expect support and guidance from all the postgraduate studies stakeholders in the university in order to complete their studies on time and the institution should ensure the guidelines and rules governing postgraduate studies are adhered to so as to achieve timely completion. It was noted

that, supervision plays a key role in the progress of the masters' students' studies and determines time to completion.

2.F1 Presentation

Title: The Mediating Effect Of Teaching Self-Efficacy On The Relationship Between Trainers' Competencies And Cbet Implementation In Public Tvet Institutions In Meru County, Kenya

Name: Keneth Muthomi

Abstract

Competency-Based Education and Training (CBET) has received a significant attention in the 21 st century Sub-Saharan Africa, as a comprehensive Technical and Vocational Education Training (TVET) educational framework in to improve the quality of education and training.

Although empirical studies have extensively discussed CBET implementation, the role of trainers' competencies and belief in their instructional abilities, particularly teaching self-efficacy and its mediating role, in CBET implementation remains relatively unexplored. Therefore, the aim of this study was to examine the mediating effect of teaching self-efficacy on the relationship between Trainers' Competencies and CBET Implementation in public TVET institutions in Meru County, Kenya. The study was guided by Bandura's self-efficacy theory in conjunction with the Vocational Teacher Competencies model. The target population consisted of 850 trainers. A proportionate random sampling technique was used to select 265 trainers.

The study adopted a positivist approach, employing a cross-sectional design. Data was collected using a questionnaire and analyzed using hierarchical linear regression and Hayes Mediation Test with bootstrapping. The results showed a significant positive relationship between Trainers' Competencies and CBET implementation. The results further indicated that Teaching Self-Efficacy partially mediated the relationship between Trainers' Competencies and CBETImplementation.

This study therefore concludes that Empowering trainers with the necessary competencies for CBET implementation and enhancing their self-confidence in applying them contributes significantly to achieving quality CBET. The results will provide valuable policy implications to TVET stakeholders, and the TVET Curriculum Development Assessment and Certification Council (CDACC), in developing targeted policies for CBET implementation. The study recommends that continuous professional development training on CBET implementation should not only focus on enhancing trainers' competencies but also reinforcing their teaching self-efficacy for effective implementation of quality CBET.

2.F2 Presentation
Title: Assessment Puzzle: Stakeholder Perspectives on Competency
Based Assessment Approach in Kenya
Name: Keneth Muthomi

Abstract

Curricular reforms in Kenya's education sector recommend for adoption of competency based assessment. In particular, learners are to be assessed on their ability to apply a set of knowledge, skills, values and attitudes to successfully perform a real-life task. This calls for a teacher- parent partnership in gathering and interpreting information on what learners know and can do on the specified learning outcomes. This study explored the perspectives of curriculum designers, teachers and parents on what competency based assessment entails. It adopted a qualitative research approach. Specifically, a phenomenological research design was utilized.

Both purposive and theoretical sampling techniques were used to select study participants. Data was generated using interviews and analysed inductively through the grounded method of analysis. Themes and categories that emerged from the study indicated contradictions in the understanding of competency based assessment approach among stakeholders. For instance, curriculum designers perceive it to be practical and activity-based in reporting learners' performance. On contrast, a majority of teachers and parents construe it to be characterized by paper and pen examinations techniques and ranking of learners according to academic performance. The study hence recommends for further teacher- parent sensitization on the competency based assessment approach.

2.F3 Presentation
Title: Delving Into Depth: Revolutionary Pathways To Education Innovation Through Competency-Based Teacher Education In Kenya
Name: Franklin Nyairo

Abstract

In recent years, the integration of digital technologies within teacher training institutions has gained considerable traction on a global scale. Notably, in Kenya, an upsurge of interest in digitalisation has emerged as a promising avenue to support teacher professional development (TPD) and facilitate the effective implementation of competency-based curriculum (CBC).

This scholarly endeavor delves into the potential benefits, challenges, and best practices of digitalisation in TPD and CBC implementation in Kenya. Anchored by a validated and comprehensive digital competences framework for teacher educators, this paper

introduces the design, empowering, professionalism, and technology literacy (DEPTH framework) as a roadmap to leverage the transformative power of digital opportunities in order to enhance the quality of education and foster highly skilled graduates from teacher training institutions.

To undertake this study, a mixed research methodology will be employed, encompassing an online survey, semi-structured interviews, and focus group discussions, ensuring a multifaceted exploration of the experiences, perspectives, and challenges encountered by teacher educators in relation to digitalisation in TPD within the Kenyan context. Complementing the qualitative data collection, a descriptive statistical analysis will be conducted, followed by a rigorous thematic analysis to discern salient themes and patterns within the data. Given the inherent potential of digitalisation to foster student-centered and experiential learning, thereby augmenting student engagement and enriching learning outcomes, this study endeavors to identify pragmatic solutions to surmount the obstacles that persistently impede the effective implementation of competency-based teacher education and, by extension, CBC implementation.

The paper not only underscores the transformative power of higher educational institutions but also accentuates the exigency of thoughtful and innovative pedagogical redesign through the strategic utilization of information technologies. Notably, this research emphasizes the imperativeness of addressing the identified challenges by proposing strategies that encompass equitable access to technology, provision of technical support, meaningful involvement of teachers in digital strategy development, and the cultivation of a culture conducive to innovation and experimentation.

In summation, this paper contends that digitalisation in TPD within the Kenyan context holds immense potential to substantially enhance the quality of teaching and learning environments, thereby expediting the efficacious rollout of CBC. The proposed DEPTH framework offers a sustainable approach that holistically considers the diverse perspectives and indispensable needs of teachers, students, and stakeholders. By effectively harnessing the transformative capabilities of digital technologies, it is conceivable that the identified challenges impeding TPD and CBC implementation can be effectively addressed, thereby fostering a competency-based teacher education landscape that is more effective, equitable, and inclusive.

Call for Papers for Vol 3, No. 1, 2023 issue

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