



KAEAM SYMPOSIUM 2019

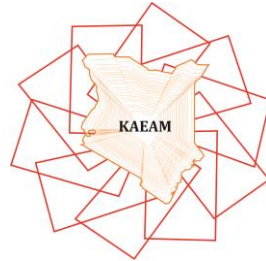
Theme: Educational Reforms
for Sustainability

Program and Abstracts

October 2th - 4th 2019
JUMUIA CONFERENCE CENTER NAKURU



KAEAM 2019 SYMPOSIUM



THEME:

EDUCATIONAL REFORMS FOR SUSTAINABILITY

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MESSAGE FROM THE DIRECTOR

Dear KAEAM 2019 Symposium participants,

It is always a pleasure for my team and I to receive your responses after a call for abstracts and papers. Every year is unique and it comes with surprises too. I am happy to see the KAEAM members staying true to the course as well as new scholars joining us and bringing with them great enthusiasm into the group. For me it is always a pleasure to receive you and to see individual networks growing.

Globally, countries undergo educational and curriculum reforms in timely and systematic ways. The reforms are meant to align educational goals and systems to a national development agenda. Kenya has witnessed a number of changes in the education sector in the last few years. These include the ongoing curriculum reforms under Basic Education Curriculum Framework (BECF) (2017); as well as the reforms in the TVET sector and in the institutions of higher learning. It is expected that the ongoing curriculum reforms will stimulate transformation in all sectors.

Our theme this year is *Educational Reforms for Sustainability*. As KAEAM we believe that education is a key pillar in all efforts meant to ensure sustainable development globally, hence all educational reforms should be aligned to national sustainability agenda. In this regard, sustainability as a good was also our focus in 2018 Symposium.

I believe you are looking forward to receiving constructive feedback and learning from other participants' research and experiences as practitioners. Take time to network too; it is one of KAEAM's objective – to create space for members to interact on matters of mutual importance.

May you have a pleasant experience.

Yours truly,

Professor J. W. Khamasi, EBS

Director

Kenya Association of Educational Administration and Management – KAEAM,

www.kaeam.or.ke

KEYNOTE ADDRESS BY PROF. MICHAEL NDURUMO

Michael M. Ndurumo, Ph.D., HSC.

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Abstract

Inclusive education is increasingly becoming an important component of the regular education system. The regular education initiative espouses that regular school managers, teachers, parents, and special education professionals should partner and allow the regular education administrators to spearhead the process. Although the concept of inclusive education appears to be recent, it has roots in the American court rulings of the 1970s where regular schools receiving government financial assistance were informed that they had obligation to admit learners with special needs and also to provide them with support services. The court rulings were later reinforced by the enactment of the Education of All Handicapped Children Act of 1975 which stated that the learners had the right to be educated in the least restrictive environment with provision of related services. The concept of least restrictive environment in the law meant to regular schools. In Kenya, the Persons with Disabilities Act 2003 states that educational institutions must admit students with disabilities, while Article 24 of the U.N. Convention on the Rights of Persons with Disabilities has become the rallying point for inclusive education. The crux of the treatise is that regular education administrators and managers no longer have the luxury of viewing inclusive education as an appendix to their functions. This paper explores how educational managers and administrators can embrace inclusive education and steer it in the 21st Century.

THEME: EDUCATIONAL REFORMS FOR SUSTAINABILITY

DAY ONE: 2ND OCTOBER, 2019		
TIME	ACTIVITY	RESPONSIBILITY
1630-1800	Registration of Delegates	Dr. Hoseah Kiplagat/Dr. Rachel Karei
DAY TWO: 3RD OCTOBER, 2019		
0800-0830	Registration of Delegates	Dr. Fatuma Daudi
SESSION 1		
0830-0900	Opening Prayer and Introduction Welcome Remarks Prof. J. W. Khamasi Director, Kenya Association of Educational Administration and Management	MC- Dr. Rachel Karei
0900-0945	Keynote	Chair of Session
	Keynote Presentation Prof. Michael Ndurumo, University of Nairobi	Prof. Patrick Kafu, University of Eldoret
0945-1000	Dialogue Session	
1000 - 1030	HEALTH BREAK/GROUP PHOTO	Dr. Hoseah Kiplagat

SESSION 2: CURRICULUM CHANGE AND REFORMS		
1030-1210	Session Chair: Dr. Mary Boit	Presenters
1030	CCR001: Integration of Special Needs Education in Primary Teacher Education Curriculum and Implications for Sustainable Educational Reform in Kenya	Benedicta Aiyobei Tabot
1050	CCR002: A Conceptual Model towards Sustainability of Educational Reforms in Kenya	Bornes C. Korir and Reuben K. Chemitei
1110	CCR003: Competency Based Assessment: A Panacea for Rote Learning in Early Years Education	Agnes Chepchumba, John Simiyu and Betty Cheruiyot
1130	CCR004: Kenyan Education System at Crossroads: Parental perspectives of the newly launched Competency Based Curriculum	Elizabeth Owino, PhD
1150	CCR005: The 2-6-6-3 Education System in Kenya: Preparedness at Higher Learning Institutions	Hoseah Kiplagat, PhD

1210-1250	SESSION 3: REFORMS IN TECHNICAL AND VOCATIONAL EDUCATION	
	Session Chair: Monica Cheruiyot	Presenters
1210	TVE001: Greening TVET Curriculum for Environmental Sustainability: A Case Study of Wote Technical Training Institute	Lydia Nyawira Mburia
1230	TVE002: Parsimonistic Mismatch and Symbiotic Expectations in Reforming Technical and Vocational Institutions	Nicholas Selelo Seur
1300-1400	LUNCH BREAK	

1400-1600	SESSION 4: EDUCATION LEADERSHIP	
	Session Chair: Dr. Francisca N. Mbutitia	Presenters
1400	EDL001: Influence of School Managers' Compliance with Disaster Risk Management Policy in Public Secondary Schools in Nairobi City County Kenya	Ignatius N. Munyiri, Dr. Ruth W. Thinguri and Dr. Paul Edabu
1420	EDL002: Kenya Education Management Institute's Capacity Building Programme and Public Primary School Head Teachers' Competencies in Teacher Supervision in Uasin Gishu County, Kenya	Josephine G. Ongori
1440	EDL003: Challenges Facing Implementation of Subsidised Public Secondary School Education: Implications on Access and Retention in Kericho County, Kenya	Dr. Joshua Manduku, Joyce Chirchir and Abigail Gichaba
1500	EDL004: Establishing the Relationship between Classroom Organization Strategy and Student Learning in Secondary Schools in Uasin Gishu County, Kenya	Agayo Moraa Elmeldha
1520-1640	SESSION 5: EMERGING AREAS AND ISSUES EDUCATION	
	Session Chair: Dr. Joshua Manduku	Presenters
1520	EAI001: ICT Use for Flexible and Meaningful Learning in an African Modern Classroom: A Case of Higher Education in Kenya	Jean Claude Zigama
1540	EAI002: Product Quality as a Determinant of Spa Choice Decisions Amongst Customers in Eldoret Town, Kenya	Faith Koki, George Ariya & Catherine Sempele
1600	EAI003: The Transmission of Climate Change Knowledge among Teachers, Students and Parents of Kenyan Coastal Communities	Swaleh Ali Aboud and Fatuma Daud
1620	EAI004: Building Hope as an Intervention: A	Mbutitia F.N & Adeli

	Participatory Study with the Youth in Kenyan Universities	S.N
1640-1700	HEALTH BREAK	
1700-1820	SESSION 6: CURRICULUM CHANGE AND REFORMS	
	Session Chair: Dr. David Maboko Nassiuma	Presenters
1700	CCR006: National Curriculum Reform Process: Lessons Learnt from 2017-2019	J. W. Khamasi, EBS
1720	CCR007: Innovative Pedagogies in Competency Based Learning: A Critical analysis between the Traditional and the CBC Curriculum	Dr. Joshua Manduku, Dr. Lydia Kanake and Abigail Gichaba
1740	CCR008: Implications of Class Size in Teaching Agriculture in Secondary Schools: A Challenge in Implementing Competency Based Curriculum in Kenya	Mary M. Waiganjo, Patricia W. Wambugu and Maurice O. Udoto
1800	CCR009: Preparedness of Teachers Training Colleges in Home Science for Competency-Based Curriculum	Monica Cheruiyot
	END OF DAY TWO	

	DAY THREE: 4TH OCTOBER, 2019	
0830-1010	SESSION 7: CURRICULUM CHANGE AND REFORMS	
	Session Chair: Dr. Lydia Kanake	Presenters
0830	CCR010: The Elusive Process of Reviewing/Reforming Education in Modern Africa. The Kenyan Journey	Patrick Acleus Kafu
0850	CCR011: The Dilemmas of the Competency-Based Curriculum Reforms: The Kenyan Experience	Amos Muyanje and Sarah Likoko
0910	CCR012: Institutionalizing national educational reforms in home economics education	J. W. Khamasi, EBS, R. L. Karei, G. M. Were, A. Chelegat, M. Cheruiyot and C. Sempele
0930	CCR013: Teacher Preparedness for Implementation of the Competency-Based Curriculum in Private Pre-Schools in Mount Elgon Sub-County, Bungoma County, Kenya	Sarah Likoko & Anthony Mabele
0950	CCR014: Home Science Subject as a Competency in Itself	Abigael Chelagat
1010-1020	HEALTH BREAK	
1020-1200	SESSION 8: EMERGING AREAS AND ISSUES EDUCATION	
	Session Chair: Agnes Chepchumba	Presenters
1020	EAI005: From Transition to Recession: The Hits and	Judy Gatwiri

	Misses of the Kenya's 100 Percent Transition Policy	
1040	EAI006: Influence of Home and School Factors on Quality of Pupils Preparation for Upper Primary in Nakuru County, Kenya	Prof. John Kanjogu Kiumi & Virginia Mucheru
1100	EAI007: Teachers' Competence in Integrating Emerging Issues in the Curriculum Implementation in Secondary Schools in the North Rift Region of Kenya	Mary Boit, PhD.
1120	EAI008: Teaching and Learning Practices in the 21 st Century: A Statistical Analysis of What Works and What Does Not in Kenya's Public Secondary Schools	Joseph Malechwani, PhD. & Susan Murage, PhD.
1140	EAI009: School Related Concerns on The Implementation of Re-Entry Policy on Teenage Mothers in Kenya	Sambu Nicholas Kipng'etich, PhD
1200-1300	SESSION 9: EDUCATION LEADERSHIP	
	Session Chair: Mary M. Waiganjo	Presenters
1200	EDL005: Exploring the School Educational Practices That Develops Multiple Intelligences among Students in Keiyo South Sub County Kenya	David Maboko Nassiuma, PhD
1220	EDL006: Expanding Access for Students with Disabilities in Universities in Kenya	Michael M. Ndurumo, PhD and Njeri Kiaritha, PhD
1240	EDL007: Influence of Politicism on Institutional Leadership in Public Secondary Schools in Kajiado County, Kenya	John N. Purdul
1300-1315	CLOSING SESSION	
1315	LUNCH & DEPARTURE	

ABSTRACTS

SUB-THEME I:

CURRICULUM CHANGE AND REFORMS

CCR001: Integration of Special Needs Education in Primary Teacher Education Curriculum and Implications for Sustainable Educational Reform in Kenya

Benedicta Aiyobei Tabot

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Abstract

The current curriculum reforms in Kenya under the Basic Education Curriculum Framework, is meant to transform education and make it relevant to the needs of the Kenyan society. The quality of the teacher with regard to the requisite knowledge, skills and attitudes should be commensurate with such reforms hence the need to interrogate the teacher education curriculum and how it can be made relevant. The Competency Based Curriculum recognizes diversity and inclusion and a differentiated curriculum and learning to meet the needs of all learners. This paper presents the findings of a survey on the integration of Special Needs Education in the elements of the Primary Teacher Education curriculum vis-à-vis instructional efficacy among the teacher trainees in Kenya. It examines the implications of integration on designing an effective primary teacher education curriculum for sustainable educational reform.

Key terms: Teacher education, inclusion, curriculum integration, instructional efficacy.

CCR002: A Conceptual Model towards Sustainability of Educational Reforms in Kenya

Bornes C. Korir and Reuben K. Chemitei

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Abstract

Educational reforms are inevitable due to changing societal demands and global trends. The Kenyan Government has been continuously implementing reforms in all levels of the education system. However, one concern that has daunted educators for decades is sustainability of such reforms. Many reforms, with well-intentioned efforts to improve teaching and learning in schools has not had the impact needed. Cases in point include teachers' appraisal and digital literacy programme, popularly known as the schools laptops project, which has not achieved the intended purpose (Nation, 2019). Indeed, sustainability of educational reform initiatives has certainly not been neglected in the literature but appears to be treated more as an article of faith than a condition subject to empirical verification (Timperley et al, 2017). This article explores the concept of sustainability of educational reforms, investigates those conditions that research indicated promote sustainability of professional learning in schools and suggests a conceptual model for sustainability of education reforms in the Kenyan context.

Key Words: Sustainability, Educational reforms, Professional learning, Conceptual model, School Improvement.

CCR003: Competency Based Assessment: A Panacea for Rote Learning in Early Years Education

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Abstract

Competency Based Assessment (CBA) is a process of determining the extent to which a learner can apply a set of related knowledge, skills, values and attitudes. This paper is set to examine the paradigm shift in mode of assessing learners in lower primary schools (grade 1,2and 3) from answer- oriented tests to process-focused assessment. Education for the 21st century learner is that which provides lifelong learning for preparation to meeting demands of the job market. Therefore, a planned lesson is to be guided by a specific learning outcome for every sub-strand. To achieve a specific outcome a teacher has to set assessment standards which will allow for formative assessment to be carried out within a lesson. Feedback is then recorded on established reporting tools. The paper will highlight how KNEC has developed the Competency Based Assessment Framework (CBAF) which allows teachers offering basic education to do formative assessments, record individual learner's progress from a specific sub strand on rubrics with rating scales, collate data which will eventually be communicated to KNEC at the end of grade three. This paper seeks to conclude that CBAs will uncover the extent to which learners arrive at an answer rather than just marking the correct answer. Focus on an answer led to individual teachers teaching a concept repeatedly until a learner can predict the expected response, this is rote learning. CBAs will set questions which test the process of attaining a response.

Key words: Competency Based Assessment, Rubrics, Sub strand

Thematic Area: Curriculum Change & Reforms in different levels of teaching and learning

CCR004: Kenyan Education System at Crossroads: Parental perspectives of the newly launched Competency Based Curriculum

Elizabeth Owino, PhD
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Abstract

The newly launched Kenyan Competency Based Curriculum (CBC) system of education is variously understood by different stakeholders. Being mainly concerned with application, it aims at ensuring that learners can apply what they learn in terms of knowledge, attitudes and skills. The main objective of this mixed method paper was to examine the knowledge base of Kenyan parents with regards to CBC in 200 households within Uasin Gishu County. Parents were identified through snowballing. The study was based on three research questions: (i) What is CBC? (ii) What is the difference between CBC and the 8-4-4 curriculum? (iii) How prepared are the schools around you with regard to CBC? The independent variable was the knowledge base of CBC while the dependent variables were: Age of parents, gender of the parents, marital status of the parents, parental level of education and number of children in basic education stage of learning. The study found that 150 (75%) parents had basic knowledge of what CBC meant, knowledge they had gathered from their social circles and media. Data analysis showed a statistically significant relationship between the education levels of the parents and the perceived level of preparation of schools within the neighborhood ($p=0.003$). This was supported by narratives from parents where themes such as “learned helplessness”, “Little stakeholder engagement”, “Children exploring talents”. “Collapsing education system” characterized most of the focus discussion groups.

Key words: CBC, households, Parents, Grades, Basic education

CCR005: The 2-6-6-3 Education System in Kenya: Preparedness at Higher Learning Institutions

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Abstract

The Basic Education Curriculum Framework (BECF) of 2017 clearly describes the new education system in Kenya. This paper focuses on the preparedness of higher learning institutions in Kenya towards the new system. The pupils spend 2 years at pre-primary, 6 years at primary, 3 years at junior secondary school, 3 years at senior school and at least 3 years at post-secondary school. The implementation of the new system is currently at grade 3. This is fast moving and hence there is need to establish how higher learning institutions are prepared in terms of developing the appropriate curricula for training. The paper reviews existing information so as to be able to arrive at an informed conclusion. The Universities will play a key role in preparing teachers for junior secondary school, senior school and post-secondary levels. The findings reveal that institutions of higher learning have done very little in readiness for the new education in Kenya. This paper recommends that higher learning institutions should act quickly in developing the relevant curriculum and subsequently enrol and train teachers who will be able handle the requirements of the new system of education at different levels.

Keywords: Institutions of higher learning, preparedness, new education system, relevant curriculum

CCR006: National Curriculum Reform Process: Lessons Learnt from 2017-2019

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Abstract

Institutionalizing national educational reforms can be compared to managing a political regime change. The process can be complex and largely constrained by political interests from a number of stakeholders. The Government of Kenya (GoK) planned for curriculum reforms after close to 20 years of the 8:4:4 education system. In support of the GoK initiatives, a group of home economics professionals formed what is referred to *Canadian/Kenya partnership for home economics education* which was funded by Canadian Home Economics Foundation from 2017 to 2019. This is a collaborative project that was designed to support home economics education in Kenyan secondary schools. In the past thirty years there has been little support for home economics in schools and it has dwindled as a school subject. The ongoing curriculum reforms as outlined in the Basic Education Curriculum Framework (KICD 2017) recommends the reinstatement of home economics as a school subject from the early years to senior high. Guided by the framework, the partnership has carried out several activities as an effort to understand the framework as well as prepare for the envisioned changes as home economists. The paper will discuss lessons learnt from 2017 to August 2019.

Canadian/Kenya partnership team members

Dr. Rachel Karei, University of Eldoret

Dr. Gertrude Were, University of Eldoret

Ms. Abigael Chelagat, Home Science Teacher, Kapkenda Girls

Ms. Monica Cheruiyot, Lecture, Tambach Teachers Training College

Dr. Catherine Sempele, University of Eldoret

Dr. Gale Smith, University of British Columbia Canada

Dr. Mary Leah DeZwert, University of British Columbia Canada

CCR007: Innovative Pedagogies in Competency Based Learning: A Critical analysis between the Traditional and the CBC Curriculum

¹Dr. Joshua Manduku, ²Dr. Lydia Kanake ³Abigail Gichaba

¹Senior Lecturer –Education Administration and Management-University of Kabianga. ² Lecturer- School of Education-Kabarak University. ³ PhD student-Kisii University

Abstract

In basic terms, Competency Based Education (CBE) means that, instead of focusing on grades and yearly curriculum schedules, the main focus is placed on how competent each student is in the subject. This means that students can only move forward when they can demonstrate mastery of concepts. Competency based education and personalized learning really go hand-in-hand. By personalizing the learning experience for each individual student, teachers ensure that each student has full mastery before they can move forward. This way, the goal of equity is achieved: students move forward at their own pace but everyone in the class achieves mastery. Competency based education gives a clear focus on preparing students for the next stage of their life, whether it be college or a career. This paper was based on library research where literature concerning the CBE curriculum was reviewed. The paper seeks to look at the major differences between the CBE curriculum and the traditional curriculum in reference to its structure, learning outcomes and grading. It will also look at the pros and cons of the CBE curriculum and conclude by highlighting the six main principles of CBE the main focus being the 21st century skills which are communication, creative thinking, critical thinking and problem solving, social responsibility, positive personal and cultural identity and personal awareness and responsibility.

Key words: Competency Based Curriculum, 21st Century skills.

CCR008: Implications of Class Size in Teaching Agriculture in Secondary Schools: A Challenge in Implementing Competency Based Curriculum in Kenya

Mary M. Waiganjo, Patricia W. Wambugu and Maurice O. Udoto
Egerton University

Abstract

Quality education is the aim of any nation as without well taught citizens, the economic development which depends on the trained manpower may not be fully achieved. Class size is an important consideration in classroom teaching since it influences the classroom activities. Classroom activities define how a teacher interacts with the learners. A nation may have an excellent curriculum and qualified teachers but, without conducive classroom environment for proper lesson implementation, the quality of education may be compromised. This study sort to find out the effects of class size on the teaching of agriculture subject in secondary schools in Kenya and what this means as the nation implements the competence based curriculum. A survey involving 151 agriculture teachers sought to find out how the class size is influencing the teaching of agriculture. Data was collected by use of Agriculture Teachers Questionnaire, Focus Group and Classroom observation. The findings of the study were that, the increasing class size has subjected the agriculture teachers to lean more towards teacher-centered teaching approaches which do not enable the learners to acquire the requisite competencies. As Kenya implements the Competence Based Curriculum, it is prudent to interrogate the effects of class size on the success of achieving the objectives of the educational reforms.

Key words: Class size, Competency based curriculum, agriculture, teaching approach

CCR009: Preparedness of Teachers Training Colleges in Home Science for Competency-Based Curriculum

Monica Cheruiyot
Tambach TTC

Abstract

The Kenyan education system is in the process of changing from 8-4-4 system of education to Competency-based curriculum (CBC). Teacher training colleges are tasked to train teachers who shall handle pupils in the primary schools. CBC implementation is carried out in phases starting with early years Education (EYE), Pre-Primary 1 and 2, Grade 1,2 and 3. Other activities include; launch and dissemination of national curriculum policy, Development and dissemination of curriculum designs for pre-primary 1 and pre-primary 2, Grades 1,2, 3 and 4, CBC Primary Teacher Education Curriculum is in progress. Teachers Service Commission (TSC) in collaboration with the Ministry of Education (MOE) and Kenya National Examination Council (KNEC) has carried out CBC training programmes in Teacher Training colleges for one week. The training covered; Overview of the Basic Education Curriculum Framework, Overview of the Curriculum Designs, Learning outcomes, Learning experiences, Learning resources, Key Inquiry Questions (KIQ), Professional Documents, Curriculum based Assessment (CBA), Assessment Rubrics and professional documents. The trainees in teachers colleges can prepare professional documents in Home science following CBC format but teacher training college curriculum should be fast tracked in order for CBC to successful.

CCR010: The Elusive Process of Reviewing/Reforming Education in Modern Africa. The Kenyan Journey

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Abstract

The dynamic nature of education is occasioned by emerging issues in the society which warrants regular and/or frequent reviews/reforms in education. These processes in education are normally of either limited adjustment or total overhaul of the existing education system. Usually the review/reform processes are characterised as intense, rigorous and demanding in nature. This is because these processes involve proper planning, through preparation and the use of a large quantity of resources. In the case of modern Africa and especially Kenya there have been many reviews/reforms in education since gaining independence from colonial powers in the 1960's. Initially, the undertaken reviews/reforms in education focused on decolonisation of the established colonial education systems. Thereafter, the focus was on emerging issues like unemployment, access to education, equity and equality in education and the quality of the designed and conducted education. But the attempts to reform/review the practiced education systems to manage these emerging issues have not been successful. This paper examines the factors that have impeded the conduct of successful reviews/reforms in education in modern Africa and especially Kenya since the 1960's. Specifically, this paper discusses factors related to administration of education in Kenya; historical development of education in this country; the purpose of designing and conducting reviews/reforms in education in Kenya; the challenges of conducting this process in Kenya and, the preferred strategies of undertaking reviews/reforms in education successfully in Kenya.

Keywords: Elusive process, modern Africa, Kenyan journey.

CCR011: The Dilemmas of the Competency-Based Curriculum Reforms: The Kenyan Experience

Amos Muyanje and Sarah Likoko
Kibabii University

Abstract

Education reforms and curriculum change in particular are important concepts in educational development. Curriculum change however requires time, educational resources, human resources and the right attitude in the country in order to serve its intended purpose. In the newly introduced competency-based curriculum in Kenya some of the issues raised have been responded to but the manner in which this has been done leaves more questions. The new curriculum has five levels and 100% transition rates are expected across them. In the design of this curriculum learners are supposed to undergo formative assessment which should be accumulated and used for placement. While this may appear plausible the techniques of assessment provides challenges in terms of standardization across the country. What will be the role of Kenya National Examinations Council? At what point are the learners joining Technical Vocational Entrepreneurship Training institutions? There are Technical and Vocational, Education and Training institutions in Kenya that admit learners from standard eight, secondary school dropouts and form four graduates. Since this Competency Based Curriculum expects a 100% transition, then some Technical and Vocational Education and Training institutions might be rendered obsolete. Lastly, the manner in which teaching is taking place at the lower levels is questionable. The implementers seem to have concentrated on the supply of books and piecemeal training of teachers. The question of teaching and learning materials which need to reflect the objectives of the curriculum seem to be inadequate. This paper therefore is an invitation to dialogue on issues raised.

Key Words: Competency Based Curriculum, Dilemmas, Education Reforms, Curriculum Change

CCR012: Institutionalizing national educational reforms in home economics education

J. W. Khamasi, EBS, R. L. Karei, G. M. Were, A. Chelegat, M. Cheruiyot and C. Sempele

Abstract

The Basic Education Curriculum Framework (BECF) (KICD 2017) outlines the foundational structure for the recommended Kenya school curriculum. On the same note, the BECF proposes that home economics/home science/family and consumer sciences be reinstated as a school subject from the early years to senior high. This recommendation drew our attention as a team of home economics educators. In this paper, we interrogate the proposed home economics subject areas/content in primary and secondary schools; the implications in the preparation of teachers for the proposed curriculum specializations, and the implications for the envisioned career paths for the secondary school graduates.

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CCR013: Teacher Preparedness for Implementation of the Competency-Based Curriculum in Private Pre-Schools in Mount Elgon Sub-County, Bungoma County, Kenya

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²School of Natural Sciences, Masinde Muliro University of Science and Technology

Abstract

The purpose of this study was to investigate teacher preparedness for implementation of the competency-based curriculum in private pre-schools in Mount Elgon Sub-County in Bungoma County, Kenya. The specific objectives were to establish teachers' subject matter content for implementation of the competency-based curriculum and assess private pre-school's teachers technological skills for implementation of the competency-based curriculum. Survey design was employed and 14 private pre-schools, 14 head teachers and 48 pre-school teachers were sampled. Data was collected using questionnaire and analysed using Statistical Package for Social Sciences version 16.3. The findings of this study reveal that majority (71%) of the teachers had been adequately prepared and equipped with subject mastery of knowledge-based content. However, 52% of them had not been exposed to ICT and was not competent because they lacked technological skills. This study recommends that the Ministry of Education organize in-service trainings for all pre-school teachers to equip them with subject content knowledge and ICT skills to enhance quality implementation of the competency-based curriculum.

Key words: Competency-Based Curriculum, Teacher Preparedness, Implementation, Pre-Schools

CCR014: Home Science Subject as a Competency in Itself

Sub Theme: Curriculum change & Reforms in different levels of teaching and learning

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Abstract

The ongoing education reforms all over the world has made the Kenyan government to roll out the Competency Based Curriculum. This curriculum has made it possible for the inclusion of Home Science subject. To this extent, it is a great milestone since the subject was no longer offered and examined in the Kenya Certificate of Primary Education. Home science subject seeks to impart skills, knowledge and attitudes needed to improve the quality of life for an individual, family and the nation at large. This aspect is in line with the rolled out curriculum that envisages an Education system where learners are instilled with knowledge, skills, values and attitudes throughout the learning process. The study adopts a review of existing literature to comb out similarities of Home Science objectives with the seven competencies that the competency-based curriculum seeks to attain. Specifically, competency education has been discussed and several aspects of similarity with the national goals of education and that of the Home science education has been deduced. The study therefore recommends that the adoption of the competency-based curriculum in the teaching of Home Science subject has a greater chance of addressing the needs of the learner and provide the time needed for the learner to demonstrate the expected competencies. To attain students learning outcomes, teachers should embrace the competency-based approach which has the capability of making the learning process fruitful.

Key words: Competency-based curriculum, Home Science subject, Knowledge, Skills, Attitudes

SUB-THEME II

REFORMS IN TECHNICAL AND VOCATIONAL EDUCATION

TVE001: Greening TVET Curriculum for Environmental Sustainability: A Case Study of Wote Technical Training Institute

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Abstract

UNESCO aims to improve access to greening TVET curriculum for environmental sustainability at all levels and in all social contexts to transform society by reorienting education and help people develop knowledge, skills, values and behaviours needed for sustainable development. Greening TVET Curriculum for environmental sustainability is generally thought to have three components that are environment, society, and economy. The objective of the study was to explain significance of Greening TVET Curriculum for Environmental Sustainability. This study adopted a descriptive survey design through information analysis of data collected in structured questionnaires and face to face interviews. The total population under study was 500 that comprised of 100 trainees in Electrical, 100 in Automotive, 100 in Human Resource Development, 100 in ICT & 100 in Business Studies. 30% in Electrical & Automotive departments learnt core Environmental Sustainability greening skills which were solar training, eco-friendly solid waste segregation and disposal, self environmental impact assessments and audits. 30% trainees in Human Resource Development & ICT utilized IT to learn hands on greening TVETs skills. 40% trainees in Business Studies implemented all the Environmental Sustainability Activities greening projects in their respective departments.

Key words: Environmental Sustainability, greening, TVETs, sustainable development.

TVE002: Parsimonomic Mismatch and Symbiotic Expectations in Reforming Technical and Vocational Institutions

Nicholas Selelo Seur
Moi University

Abstract

The launching of the new competency-based curriculum in technical vocational education and training institutions has led to an annual enrollment rate of over one million students through equipping and refurbishing existing vocational institutions and constructing new ones in every constituency. The study focuses on the state of TVET reforms in Kenya by identifying both the challenges and opportunities and making policy recommendations aimed at equipping students with entrepreneurial skills that will create jobs and address the Big Four Agenda. The paper states that the major challenges to youth employment in Kenya are lack of required skills and Inadequate training for Midlevel technicians and artisans. The new competency-based curriculum heralds a new dawn by aiding teachers to adopt a problem-solving approach rather than a topical approach with them being the developers and implementers. The new system will see all technical vocational education and training students attached to industries for mandatory Internship by addressing the mismatch between training outcomes and market demands. Increased funding is therefore required given that technical courses offered by the Institutions are capital intensive and require high technology equipment and skilled trainers.

SUB-THEME III

EDUCATION LEADERSHIP

EDL001: Influence of School Managers' Compliance with Disaster Risk Management Policy in Public Secondary Schools in Nairobi City County Kenya

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Abstract

Disaster risks are very common occurrences within Kenyan secondary schools. Most disasters afflicting public secondary schools in the City County of Nairobi include fire outbreaks, student unrest, terror threats and strikes which have caused harm to humans and property. Nevertheless, the concept of compliance with disaster risk management policy in secondary schools in Nairobi has so far not attracted attention in Kenya. The objectives were: to investigate how school managers complied with disaster risk management policy, to investigate the aspects of disaster risk management policy most complied with by school managers, to investigate how compliance with disaster risk management policy influences management of disaster risk. Emergent Norm theory and Risk Management theory were used to guide the study. The study used mixed methodology and employed concurrent triangulation design. The population comprised 282 individuals and a sample size of 167 respondents. Data was collected through questionnaires and observation checklists. Pearson Product Moment Correlation was used to establish instrument consistency and a correlation coefficient of 0.75 was considered acceptable. Expert judgment by supervisors and peer reviewers was used to test the instruments for validity. Instrument dependability was established by employing overlapping procedures including telephone and face to face interviews during field work. Concurrent triangulation was employed for data credibility. Instrument reliability was calculated using Chronbach's Alpha. Quantifiable statistics was descriptively analyzed. Qualitative data was analysed thematically. Conclusions are anticipated to benefit School managers, Teachers' Service commission, Parents, the Ministry of Education and Nairobi City County.

Key words: School Safety, Compliance, Aspects of Safety, Disaster, Risk, Management.

EDL002: Kenya Education Management Institute's Capacity Building Programme and Public Primary School Head Teachers' Competencies in Teacher Supervision in Uasin Gishu County, Kenya

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Abstract

Education is the foundation and pillar of life. The study assessed the influence of Kenya Education Management Institute (KEMI's) capacity building programme on head teachers' competencies in teacher supervision in public primary schools in Uasin Gishu County, Kenya. The study adopted a descriptive survey research design. It targeted six Sub-County Education Officers and 471 head teachers in public primary schools in the County. Simple random sampling was used to select 30% (141) of the public primary schools proportionately from each of the six sub-counties in the County. All the head teachers of the public primary schools selected participated in the study. Data was also collected from all the six Sub-County Directors of Education of Moiben, Wareng, Turbo, Kapseret, Ainabkoi and Soy. Data was collected using interviews and questionnaire. The research results indicated that there was a strong positive correlation between KEMI's capacity building programme and head teachers' competencies in teacher supervision, $r(132) = 0.555$, $p < 0.0005$. The findings of the study may be of importance to Kenya Education Management Institute (KEMI) in tailoring their training needs of head teachers to enhance professional development and leadership in schools.

Key words: Kenya Education Management Institute, Capacity Building, Competencies, Supervision, Uasin Gishu

EDL003: Challenges Facing Implementation of Subsidised Public Secondary School Education: Implications on Access and Retention in Kericho County, Kenya

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Abstract

The purpose of this study was to establish factors influencing implementation of Subsidized Secondary Education (SSE) policy on access and retention of education in public secondary schools in Kericho County, Kenya. The study aimed at establishing the factors that influence the effective implementation of free secondary education in public schools in Kericho County. The study adopted a descriptive survey research design and utilized both the qualitative and quantitative research paradigms. The target population comprised 121 school principals and their deputies, 1389 teachers, the County Director of Education and the District Quality Assurance and Standards Officer. Simple random, systematic and stratified sampling procedures were all used to select study participants. Data analysis was done using descriptive statistics while qualitative data used thematic analysis approach. Study findings revealed that the major challenges facing implementation of FSE includes; delay in disbursing the SSE funds, over enrolment of students leading to strained physical facilities, inadequate facilities, lack of funds from the government for expansion, acute teacher shortage and poor cost sharing strategies among others.

Key words: Subsidized Secondary Education, Access and Retention

EDL004: Establishing the Relationship between Classroom Organization Strategy and Student Learning in Secondary Schools in Uasin Gishu County, Kenya

Agayo Moraa Elmeldha

Abstract

The purpose of this study was to establish the relationship between classroom organization strategy and student learning in secondary schools in Uasin Gishu County Kenya. The study was guided by Social Constructivism theory which focuses on the relationships and interactions between a learner and other individuals who are more knowledgeable or experienced. The study was done in 21 county secondary schools. The study targeted 21 principals, 390 teachers and 8400 students in all the County secondary schools in Uasin Gishu. All the 21 principals of the county schools were purposively included in the study. Simple random sampling was used to select 30 % (117) of the teachers in the schools where the study was done. The students' sample size of 205 was acquired in the selected county secondary schools. Questionnaires and interview guides were used to collect data. Reliability was tested using a test-re –test that yielded a coefficient of 0.73 that was deemed reliable. Data was analyzed using both quantitative and qualitative techniques. The study findings indicated that classroom organization strategy had a significant effect on student learning in secondary schools. The study recommended that the school management should provide adequate and relevant infrastructure to be used by all categories of students. It is expected that the findings of this study will provide a guide to educational stakeholders on the best classroom management strategy that could influence student learning in secondary schools.

Key words: classroom organization strategy and student learning

EDL005: Exploring the School Educational Practices That Develops Multiple Intelligences among Students in Keiyo South Sub County Kenya

David Maboko Nassiuma, PhD

Abstract

School is one place where students have the opportunity to nurture their abilities through the various academic practices. So as to achieve these potentials academically suitable practices that build on innovative, inclusive and flexible approaches are critical. The study explored the school educational practices that develop Multiple Intelligences. The utilized the Multiple Intelligence Theory advanced by Howard Gardner (1999) and the Management Competency Framework advanced by Quinn, Faerman, Thompson and McGrath. The research design adopted a mixed method design. The study target population was drawn from 32 secondary schools in the sub county. The stratified and proportionate sampling was used to select 14 schools of which 3 were Extra County while 11 were county schools. The respondents included 14 head teachers, 42 teachers and 280 pupils who were selected using simple random sampling. Questionnaires were administered to teachers and pupils while interview schedules were used to get information from head teachers. Document analysis was used to get information from school routine, school timetables, and club and society files. The findings revealed that the school educational practices were biased towards core subjects and that non-class activities such as drama, music and sports were allocated minimal time. The study recommends that, subjects such as Physical Education, Music and Art and Design should be enhanced in the school educational programme so as to enhance student's abilities.

Key words: School Educational Programs, Multiple Intelligences

EDL006: Expanding Access for Students with Disabilities in Universities in Kenya

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Abstract

It has been estimated that 15% of the world population are people with disabilities ranging from physical, cognitive, communicative and psych-emotional. With the 2019 national population census, it is expected the prevalence to be higher noting the emerging disabilities such as the learning disabilities, emotional and behaviour disorders and autism, among others. Studies into enrolment and progress of students with disabilities in educational institutions, show a far much less prevalence than the expected. Higher education in particular has recorded a lower enrolment most likely because of lack of application of the tenets of the Constitution, the Persons with Disabilities Act 2005, and the UN Convention on the Rights of Persons with Disabilities. Over the last two decades, national and institutional policies have been put in place, yet accessibility to higher education remain limited. This paper therefore seeks to address how the opportunities can be enhanced. The paper is organized into three themes, definition of students with disabilities, types of students with disabilities, enrolment of students with disabilities in selected countries and how opportunities for the students with disabilities can be expanded in Kenya.

EDL007: Influence of Politicism on Institutional Leadership in Public Secondary Schools in Kajiado County, Kenya

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Abstract

This study focused on investigating the influence of politicism on institutional leadership in public secondary schools in Kajiado County. Allegiance to culture and politics has played a significant role in influencing the appointment and recruitment of principals, deputy principals, teachers, Board of Management (BOMs), Parent Teacher Association (PTAs) and allocation of resources in each particular public secondary school in Kajiado County. The study adopted the mixed research methodology and the concurrent triangulation design. The sample size involved 5 education officers, 25 principals, 25 deputy principals and 185 secondary school teachers. The study employed the simple random sampling techniques for the selection of respondents and the stratified sampling techniques to select the various public secondary schools. Questionnaires, interview guides and document analysis checklist were used to collect quantitative and qualitative data. Quantitative data was analyzed descriptively and inferentially while qualitative data was analyzed thematically. The study revealed that politics and education thrive in a symbiotic relationship each affecting the other simultaneously, though politics controls the schools and education system. The study concludes that politics makes positive and negative contributions towards the education sector. There should be limitations on the level of political influence in the public secondary schools. The government should remove the hands of political hawks from schools so that professionalism thrives. In addition, the study further recommends that the Teachers Service Commission (TSC) and Ministry of Education (MOE) should enforce compulsory training of all newly appointed principals, deputy principals, BOMs and PTAs in the public secondary schools.

Keywords: Politics, institutional leadership, politicism, leadership, principal.

SUB-THEME IV

EMERGING AREAS AND ISSUES EDUCATION

EAI001: ICT Use for Flexible and Meaningful Learning in an African Modern Classroom: A Case of Higher Education in Kenya

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Abstract

In an environment where everybody can access any information from anywhere at any time using any connected device, learning has become a subject of all talks in conferences, symposia and any meeting organized by academicians of all sorts. However, the realities from classroom practices in Africa, and the narratives that accompany them have not moved an inch. If you look closely at what is happening on the ground, the same old recipe is continuing to be served to learners in higher education, using the same methods and procedures and in the same environment that was meant for learning in the 19th and 20th Centuries. The miracles brought about by ICTs that were meant to transform teaching and learning practices within the classroom have or are becoming religious wishes if we don't go back to the drawing board and re-design our teaching and learning activities if learning is to be meaningful and create the desired society in Africa. The purpose of this article is to critically analyse the current teaching and learning practices to pave way for a more flexible yet meaningful learning for a creative and innovative future society in Africa in general and in Kenya in particular.

Key words: ICT in education; Teaching and Learning; Flexible learning; Meaningful learning.

EAI002: Product Quality as a Determinant of Spa Choice Decisions Amongst Customers in Eldoret Town, Kenya

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Abstract

Spas have existed during pre-historical time for various purposes: inner purification, physical health or as a communal meeting place for individuals. The decision customers make to visit spas is not current since individuals sought health and cure through the use of communal baths thousands of years ago, until when the Greeks and Romans arrived that the art was taken to a higher notch. There is scarce evidence of published research of determinants of spa choice decisions amid customers in Kenya. Thus, this paper may aid understand the importance of spa goers' first choice and contemplations in selecting spa amenities. The study seeks to assess the influence of product quality on customers' spa choice decision. The hypothesis 'product quality influences customers' spa choice decision' will steer the study. The mixed methods research approach will guide the study. Both questionnaires and interviews will be used to collect data. The target population will comprise spa customers and therapists in Eldoret town. A representative sample of 385 respondents will be chosen using simple random sampling technique. Descriptive and inferential statistics will be used to analyze data collected. Results from the study will generate knowledge on the influence of the quality of spa products on choices made by customers concerning their preference in spa choices.

Key words: Product quality, Spa services, Customer choice decisions

EAI003: The Transmission of Climate Change Knowledge among Teachers, Students and Parents of Kenyan Coastal Communities

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Abstract

The increasing trend of coastal ecosystem degradation has raised questions on the role of communities and whether the public has climate change knowledge in understanding the connection between human activities, environmental degradations and mitigation measures. Little has been done in connecting or finding out the transmission of knowledge between school and homes more so knowledge sharing between teachers, students and parents. This partnership is important in encouraging sustainable management of resources and effectiveness in advancing climate change solutions by all members of the community. The sample of the study entailed 400 people including teachers, secondary school students (finalists) and parents from five coastal villages along the Kenyan coast. The study also aimed at determining the knowledge similarity between the groups. The results indicated changes in climate pattern as experienced by the communities. The findings also indicate high level of climate change awareness among the participants but there was a significant gap in knowledge sharing between the groups. Greenhouse gasses emission and poor livelihood practices were found to be the main causes of climate change. The findings indicated the impact as coastal flooding and reduction in fish production. The study concluded that, there was asymmetric relationship of knowledge between groups. Nevertheless, the basic climate knowledge is high. The study recommends an enhancement of climate change awareness among the coastal communities to improve their skills and a focus on parents to enhance climate change mitigation and adaptations.

Key words: Climate change, Education, knowledge and awareness

EAI004: Building Hope as an Intervention: A Participatory Study with the Youth in Kenyan Universities

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Abstract

Youth represent the most abundant asset that Kenya has and will have for a number of decades. Nonetheless, there have been a considerable number of surveys conducted, reports and studies that invariably conclude that there are persistent risks and challenges faced by Kenyan youth. The search for social and economic justice, especially among youth, can be both sad and worrying and this background led to the conception of this study. The main objective of the study is to build hope among the youth through participation. The study was mixed research approach which was conducted concurrently. The sample was made up of 100 university students drawn from five different schools. The quantitative data was analyzed using CHI SQUARE (χ^2) while qualitative data was coded into themes as they emerged during the study. The study established that hope plays an important role in managing people's life's difficulties and promoting positive change. The study established that hope is an essential ingredient in healing, recovery, and therapeutic processes. We recommend Hope Champions club among the youth who will be able to foster hope by behaving in a hopeful manner and teach about hope. Kenya's social and economic policies must inspire hope in youth by providing an enabling environment all.

Keywords: Hope, building, participation, youth, university

EAI005: From Transition to Recession: The Hits and Misses of the Kenya's 100 Percent Transition Policy

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Abstract

While education is seen as the basis upon which economic, social and political development of any country is founded, secondary schools which are mandated to carry out this course are grappling with challenges as the government implements the 100 percent transition policy. The 100 percent transition policy is part of a global campaign to give all children access to 12 years of learning, and also show the government's commitment to the constitutional imperative. Close to one million Standard Eight leaver joined Form One in 2019, bringing the government within touching distance of its goal to achieve 100 percent transition from primary to secondary school. Rather than celebrate the feat, principals in most public secondary schools are bemoaning the policy introduced in 2017 by then Education Cabinet Secretary Fred Matiang'i. Recent surveys indicate that schools have converted dispensaries, laboratories, stores, libraries and disused buildings into classrooms and dormitories to cope with huge number of students. At the same time, some schools are grossly under-enrolled because parents have a bias for better-known, well-equipped institutions, especially if they are closer to their homes. Given that the policy was introduced only last year, many schools, especially the national, extra county and county ones, have not had time to prepare for the surge in enrolment. It is against this backdrop that this concept paper takes a critical look at the status of the 100 % transition policy, the benefits being accrued, the challenges and recommendations to enable the 100 % policy achieve its objectives.

Key words: Transition, Successes, Challenges and Recommendations

EAI006: Influence of Home and School Factors on Quality of Pupils Preparation for Upper Primary in Nakuru County, Kenya

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Abstract

Kenya's primary education cycle comprises of two levels: lower and upper primary. Successful progression of pupils in upper primary is contingent upon how well they will be grounded in the lower primary school curriculum. This in turn depends on whether or not factors within home and school environments are favourable to pupils learning gains. A key indicator of successful learning in upper primary is the level of a pupil's performance in the Kenya Certificate of Primary Education (KCPE) exit examination. Pupils' performance in KCPE examination in Nakuru County averaged at 48.70% from 2013 to 2015 while the National average during the same period was 50.40%. It is this performance disparity that motivated the study, whose overall objective was to determine whether home and school factors which were construed as potentially capable of impacting negatively on quality of teaching in lower primary, had an influence on level of pupils' preparedness for the upper primary curriculum in Nakuru County. Using *expost facto* research design, data were collected through questionnaires from 254 randomly selected lower primary school teachers. The findings revealed that the selected factors had a negative effect on quality of pupils preparation for upper primary with home-level factors ($\beta = .199$; $p < .05$) having the highest negative impact followed by school level factors ($\beta = -.038$; $p > .05$). The study offers useful insights to the Teachers Service Commission, School Managers, parents and teachers on how to enhance quality of teaching in lower primary within and outside Nakuru County.

EAI007: Teachers' Competence in Integrating Emerging Issues in the Curriculum Implementation in Secondary Schools in the North Rift Region of Kenya

Mary Boit, PhD.

Abstract

Provision of quality education and relevant training to all Kenyans is crucial for achieving national development agenda. No single factor is more decisive for the quality of education than the teacher who must have highly diversified competence. The purpose of this study was to investigate teacher competence in integrating emerging issues in teaching in secondary schools in the north rift region of Kenya. The theoretical framework of the study was based on Vygotsky's concept of zone proximal development (ZPD). The study used descriptive survey design where perceptions from secondary school principals, teachers and County Quality Assurance and Standards officers were analyzed. The study was a mixed method research. The sample size was 357 teachers from 48 schools. Simple random sampling and stratified sampling were used respectively to select schools and teachers for the study. Data was collected using structured and unstructured questionnaires, observation and semi-structured interviews. Data was analyzed using descriptive statistics. The findings of the study revealed that a majority of teachers did not integrate HIV/AIDS education, drug and substance abuse, disaster preparedness and life skills. It was concluded that a significant number of teachers were not competent to implement the secondary school curriculum. The study recommended revision of teacher education curriculum to facilitate effective integration of emerging issues.

EAI008: Teaching and Learning Practices in the 21st Century: A Statistical Analysis of What Works and What Does Not in Kenya's Public Secondary Schools

Joseph Malechwanzu, PhD. & Susan Murage, PhD.
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Abstract

As school populations are becoming increasingly diverse, public secondary schools in Kenya must find ways to meet the needs of their non-traditional students. In progressive education, effective teaching is one of the most thought-provoking tasks for secondary school teachers. This study aims to investigate the differential effectiveness of teaching practices on students' satisfaction. The differential effectiveness of the six teaching practices on students' satisfaction were analysed using the Ordinary Least Square Regression Model technique. The results show that students' satisfaction was positive and statistically influenced by commitment to teaching, response to non-cognitive issues, creation of innovative learning environment and communicating high standards. The mean scores results demonstrate that creating innovative learning environment was the most effective teaching practice, followed by commitment to teaching while subject mastery was the least effective teaching practice.

Key words: Teacher practices; social change; student satisfaction.

EAI009: School Related Concerns on The Implementation of Re-Entry Policy on Teenage Mothers in Kenya

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Abstract

Teenage motherhood is a global concern and this study investigated school related concerns in the implementation of the re-entry policy on teenage mothers in Kenya. The study was guided by two questions; does government policies influence school administration on implementation of re-entry of teenage mothers and what are teachers' experiences and practices toward teenage mothers at school level. The study was guided by qualitative research design. The study found out that schools have a role in implementing re-entry policy and creating an inclusive learning environment for teenage mothers for the policy to be successful. Further, the study established that re-entry policy is critical in addressing access to education among girls who are disadvantaged by early motherhood. Government need to employ trained counselors because teachers are not trained counselors and are overwhelmed by the rising number of teenage mothers in schools. The study recommends public education on the re-entry policy and the role of families in supporting the teenage mothers while schooling.

Key words: teenage mothers, re-entry policy, school, Kenya

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ABOUT KAEAM

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KAEAM is a professional and membership organization whose main goal is to contribute to the professional growth of its members so that they can serve responsibly. In 2005, KAEAM was registered as an affiliate of Commonwealth Council for Educational Administration and Management (CCREAM).

In May 2010, KAEAM launched an e-journal entitled Journal of African Studies in Educational Management and Leadership which is registered as ISSN 2078-7650 and the print version is registered as ISSN 2079-7133

MISSION

The mission of the KAEAM is to improve educational administration, management and leadership in Kenya.

OBJECTIVES

The objectives of the KAEAM shall be:

- To foster close links and exchanges among individuals and associations concerned with the improvement of educational administration, management and leadership.
- To organize and support national and regional conferences on various aspects of educational administration, management and leadership.
- To work with other educational associations to promote national and regional understanding and collaboration.
- To facilitate and disseminate knowledge about research and practice in educational administration, management and leadership.
- To encourage excellence in the study, practice and preparation of educational administrators, managers and leaders.
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