

# KABARAK UNIVERSITY

Education in Biblical Perspective



**DIRECTORATE OF RESEARCH, INNOVATION AND OUTREACH**

## **16<sup>TH</sup> INTERNATIONAL RESEARCH CONFERENCE SCHOOL OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES, 2026**

**23<sup>RD</sup> - 24<sup>TH</sup> JUNE**

**PROGRAM AND BOOK OF ABSTRACTS**



Kabarak University is ISO 9001:2015 certified.



# KABARAK UNIVERSITY

## About Us

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

## Vision

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

## Mission

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

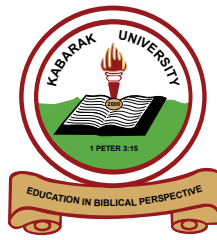
## Philosophy

To provide quality education in Biblical perspective that transforms lives.

## Core Values

- ✓ Integrity
- ✓ Excellence and Professionalism
- ✓ Patriotism and Being Mindful of Others
- ✓ Innovativeness and Creativity

*Education in Biblical Perspective*



# KABARAK UNIVERSITY

## 16<sup>TH</sup> INTERNATIONAL RESEARCH CONFERENCE SCHOOL OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES

### *Conference Theme:*

*Transforming Education for a Sustainable Future: Integrating  
Competency-Based Learning, Holistic Pedagogies, and Ethical  
Leadership in the Post-Modern Era*

## PROGRAM AND BOOK OF ABSTRACTS

**JUNE 2026**

*Kabarak University Moral Code*

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



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

**W**elcome to Kabarak University and to the 16<sup>th</sup> International Research Conference. Today, we are addressing a theme of both urgency and hope: *Transforming Education for a Sustainable Future: Integrating Competency-Based Learning, Holistic Pedagogies, and Ethical Leadership in the Post-Modern Era.*

As President Nelson Mandela once said, “**education is the most powerful weapon which you can use to change the world**”. The post-modern world presents complex challenges that require a fundamental shift in our approach to learning. To build a sustainable future, we must seamlessly integrate Competency-Based Learning to equip learners with practical skills. This transformation aligns directly with UN SDG 4 for quality education, SDG 3 for good health and well-being, and SDG 13 for climate action, while advancing Kenya’s National Goals of Education and the CBE framework.

True transformation requires us to cultivate ecological literacy, embedding environmental sustainability into our curriculum. Furthermore, we must acknowledge that academic success is inseparable from wellness. In this fast-paced era, integrating mental health and psychosocial support within our learning is non-negotiable. We cannot build a sustainable world with broken spirits; we must foster emotional resilience alongside intellectual capacity.

Therefore, we must adopt holistic pedagogies that nurture the whole person—mind, body, and soul. Crucially, this must be anchored in ethical leadership. We need educators and administrators who serve with integrity, empathy, and vision. This conference calls upon educators, counsellors, researchers, and academicians to collaborate deeply. Let us break down silos and rethink how we manage educational systems and human behaviour. Together, we can build resilient frameworks that safeguard both our planet and our collective psychological well-being.

I wish to express my sincere appreciation to our conference sponsors, keynote and guest speakers, partner institutions, and all stakeholders whose dedication and support have made this conference possible.

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To our international guests, thank you for choosing Kabarak University as your destination for scholarly engagement. We hope that besides the academic sessions, you will enjoy the hospitality, culture, and beauty that Kenya has to offer.

With those remarks, I declare the **16<sup>th</sup> Kabarak University International Conference for the School of Education, Humanities and Social Sciences** officially opened. I wish you fruitful deliberations and a pleasant stay at Kabarak University.

**Prof. Henry K. Kiplangat, PhD, MBS, OGW**  
**Vice Chancellor, Kabarak University**



## Prof. Gladys J. Kiptiony

### DEAN, SCHOOL OF EDUCATION, HUMANITIES & SOCIAL SCIENCES



It is with profound humility and genuine joy that I welcome you to Kabarak University for this vital international conference. The shared purpose that brings us together today — *Transforming Education for a Sustainable Future: Integrating Competency-Based Learning, Holistic Pedagogies, and Ethical Leadership in the Post-Modern Era* - speaks directly to our hearts, carrying a powerful message of renewed hope for humanity.

To achieve our first goal of Transforming Education for a Sustainable Future, we must address the complex pressures of post-modern era that often leave our young people feeling overwhelmed and disconnected. Our greatest calling as educators is no longer just to instruct, but to provide an emotional safe haven for our students. By Integrating Competency-Based Learning, we create a compassionate pathway that equips learners to face real-world challenges with true resilience, capability, and dignity.

However, this transformation is incomplete without adopting Holistic Pedagogies. We must openly acknowledge that we cannot nurture a student's intellect if their spirit is broken. Academic success is completely inseparable from personal wellness. Through holistic approaches, we honor mental health, emotional healing, and environmental sustainability, cultivating ecological literacy so that our learners actively love and protect our natural resources.

Crucially, all these efforts must be anchored in Ethical Leadership in the Post-Modern Era. We need educational managers, counselors, and administrators who lead with humility, deep empathy, and an unwavering care for the human condition. Let us reach out to one another across our different fields, blending our hearts and minds to surround our learners with a unified circle of support. Together, we can create an education system that does not just award certificates, but heals hearts, safeguards our fragile planet, and restores hope for the future.

Thank you, and welcome to Kabarak University.

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## KEYNOTE SPEAKER

**Dr. Chris Odindo, PhD**

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

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

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

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

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



## GUEST SPEAKER

### Prof. Patriciah W. Wambugu

Director of the Directorate of Quality Assurance,  
Egerton University

Prof. Patriciah W. Wambugu is an Associate Professor of Curriculum and Instruction at Egerton University and currently serves as the Director of the Directorate of Quality Assurance, where she champions continuous improvement in the quality of university education. She earned her PhD in Curriculum and Instruction from Egerton University in 2011 and has established herself as a distinguished scholar and educator with expertise in curriculum design, development, implementation, and evaluation of educational programs.

With extensive experience in higher education and educator training, Prof. Wambugu has taught and mentored students and professionals in areas including teaching methodologies, assessment practices, classroom management, and instructional design. Her work reflects a strong foundation in pedagogical theories and innovative teaching practices, coupled with a commitment to advancing learner-centered education and quality instructional delivery.

Prof. Wambugu's research interests span curriculum theory, instructional innovations, pedagogical practices, teacher wellbeing, and educational policy. Her scholarly contributions include numerous publications and presentations at academic conferences, reflecting her commitment to generating knowledge that informs educational practice and policy. She is also actively involved in professional development initiatives, consultancy, and community outreach, driven by her vision of creating meaningful societal impact through education.

She currently serves as Principal Investigator in two major research projects: *Supporting Teacher Education, Wellbeing, and Retention via Informing Feasible Educational Policies and Incentives in Africa*, funded by the European Union, and the *Classroom Realities* project funded by Zebra Trust. These initiatives underscore her commitment to addressing pressing educational challenges through research and evidence-based interventions.

Prof. Wambugu is also highly experienced in digital pedagogy and online learning environments. Her contributions to initiatives such as TESSA, Open Educational Resources (OER), and Massive Open Online Courses (MOOCs) demonstrate her expertise in online teaching material development and delivery. She continues to play a significant role in ensuring that curricula and instructional strategies align with educational goals and the principles of Competency-Based Education and Training (CBET).

Passionate about mentorship and collaborative scholarship, Prof. Wambugu is dedicated to working with students and colleagues to foster authentic interdisciplinary research and transformative educational experiences. Her work continues to influence policy, practice, and innovation in education at institutional, national, and international levels.



## GUEST SPEAKER

### Dr. Fred C.N.W. Simiyu

Senior Lecturer, Kiswahili & Other African Languages  
Kibabii University, Bungoma Kenya

Dr Simiyu is a Philologist who holds a PhD in Orality and Cultural Studies and a native speaker of LuBukusu language. He is a linguist and literary scholar who has done research, taught and published widely in Swahili Studies and African Culture. Currently, He is a Senior Lecturer in the Department of Kiswahili and other African Languages at Kibabii University, Bungoma – Kenya. He is the current National Chair of CHAKITA. His research interests are, broadly speaking, Oral literature, Swahili Studies, Cultural Heritage, Popular Culture, Digital Humanities, Endangered Languages, world literature in translation, African Continental and Diasporic literatures, particularly Swahiliphone literature. Some of publications are: Uasi au Utatu katika Ujitambulishaji wa Wanajenizi: Matumizi ya Mihadarati katika Nyimbo za Gengetone, 2026; The Hybrid Aesthetics of the Underdog: A Postcolonial Reading of Wadagliz’s Viral Song; Kisima chenye Hekima na Hadithi nyingine, 2026; Ulumbi wa Ipara na Hadithi Nyingine (2026); Kiswahili na Uchumi wa Kidijitali, 2025; The Role of Language in Facilitating Culture: A Case Study of the Isukha Community, Kenya, 2019; The Dynamics of Reality in Coital Imagery: Reflections on Bukusu Embalu and Select East African Popular Music; and The Aesthetics of the Ugly: Perspectives on Degrading Sex Jokes in Kenya, 2018.

EDUCATION IN BIBLICAL PERSPECTIVE

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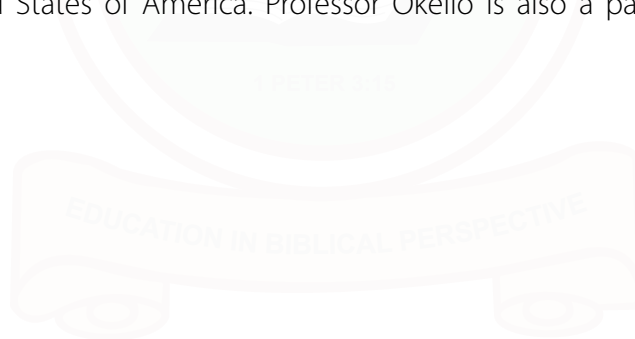


## GUEST SPEAKER

### Professor Joseph Okello

Theological Seminary in Orlando,  
Florida, USA.

Joseph Okello is a Professor of Philosophy at Asbury Theological Seminary, in Orlando, Florida. He holds a PhD and a Master of Arts, both in Philosophy, from the University of Kentucky, a Master of Divinity and a Master of Arts in Church Music from Asbury Theological Seminary, and a Bachelor of Theology from Scott Christian University, formerly, Scott Theological College. He has authored eleven books at both the academic level and at the popular level, including *A Judeo-Christian Appraisal of Major Theories of Truth, Evil and Pain*, and *A History and Critique of Methodological Naturalism*. He has also written a novel that is in the process of being adapted into a movie, namely, *The Revival at Rockville*. He is currently working on a book entitled *The Alethic Ontological Argument* which tries to determine the logical link between truth and divine Omniscience. He is the immediate former President of Kenya Christian Fellowship in America, a nationwide organization that has 26 chapters throughout the United States of America. Professor Okello is also a pastor at Geneva Methodist Church, Florida.



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SCHOOL OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES

THE 16<sup>TH</sup> INTERNATIONAL RESEARCH CONFERENCE FOR THE SCHOOL OF EDUCATION,  
HUMANITIES AND SOCIAL SCIENCES, 2026

PLENARY SESSION- OFFICIAL OPENING PROGRAMME: MONDAY 22<sup>ND</sup> JUNE, 2026

Venue: AUDITORIUM

DAY 1 | Monday, 22<sup>nd</sup> June 2026 | Grand Opening Ceremony for ALL Schools

TIME	SESSION / ACTIVITY	RESPONSIBILITY
08:00 – 09:00 AM	<b>Registration</b>	School Officials
9:00 – 9:10 AM	Kenya National Anthem, East African Community Anthem, Kabarak University Anthem Two presentations	Kabarak University Choir
09:10 – 09:20 AM	Devotional thought and opening prayer	Rev. Justus Mutuku, <i>Ag. University Provost</i>
09:20 – 09:35 AM	Remarks, Director Research Innovation and Outreach	Dr. Phillip O. Nyawere
09:35 – 09:40 AM	Remarks, Deputy Vice-Chancellor (Academic and Research)	Prof. John N. Ochola
09:40 – 10:00 AM	<b>Welcome Remarks and official opening by the Vice-Chancellor</b>	<b>Prof. Henry K. Kiplangat, PhD, MBS, OGW</b>
10:00 – 10:30 AM	<b>Chief Guest</b>	<b>Dr. (Eng.) John K. Mosonik, CBS, EBS</b> <b>Chancellor, Rongo University</b>
10:30 – 11:00 AM	<i>Networking &amp; Refreshment Break</i>	<i>Catering Department</i>
11:00 – 11:20 AM	Entertainment	School of Music & Media
11:20 – 12:00 PM	<b>Keynote Speaker</b>	<b>Prof Chris Odindo, Associate Professor (Student Experience), De Montfort University, UK</b>
12:00 – 12:30 PM	<b>Plenary Session/ Q&amp;A</b>	Dr. Benjamin Mbatia

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**DAY 1 | Monday, 22<sup>nd</sup> June 2026 | Grand Opening Ceremony for ALL Schools**

12:30 – 12:40 PM	Appreciation	<b>Prof. Henry K. Kiplangat, PhD, MBS, OGW</b>
12:40 – 1:00 PM	Photo Session	University Photographer
<b>1:00 – 02:00 PM — Lunch Break</b>		

## THE EDUCATION CONFERENCE

### EDUCATION CONFERENCE PROGRAMME

**THEME: Navigating Transformative Education: Leadership, Learning, and Science for a Sustainable Future.**

STARTING TIME: 8.30 AM, EAST AFRICAN TIME

DATE: 23<sup>RD</sup> JUNE, 2026

VENUE: HYBRID (SCHOOL OF EDUCATION CONFERENCE ROOM AND ONLINE)

Zoom Link: <https://kabarak-ac-ke.zoom.us/j/89114755104?pwd=Z4oUtLlrIOOjXdI6t406AW8Wzt2Yam.1>



#### **CONFERENCE PARTICIPATION FEE**

Kabarak University Undergraduate Students	KES. 1,000
Kenyan Participants	KES. 5,000
INTERNATIONAL PARTICIPANTS	USD 100
MPESA PAY BILL;	511480
ACCOUNT NUMBER:	Conference

#### **OPENING SESSION CHAIR: PROF. BETTY TIKOKO**

TIME	ACTIVITY	FACILITATOR
8.30 – 9.00 AM	Registration	Jackline Onginjo
9.00 – 9.05 AM	Devotional Meditation / and Opening Prayer	Rev. Justus Mutuku, Ag. University Provost
9.05 – 9.10 AM	Welcoming Remarks	Dr. Everlyn Omondi (HOD, Education Arts)
9.10 – 9.40 AM	Guest Speaker: <b>Navigating Transformative Education: Leadership, Learning, and Science for a Sustainable Future.</b>	Prof. Patriciah Wanjiku Wambugu Associate Professor (Curriculum & Instruction) Director of Quality Assurance, Egerton University
9.40 – 9.45 AM	Vote of Thanks to Guest	Ms Grace Chumba (Ag. Hod, Education Science)

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TIME	ACTIVITY	FACILITATOR
9.50 – 10.10 AM	<b>01</b> Navigating Transformative Education Through Leadership, Mindfulness, and Sustainable Learning	<b>Aarti Saikia</b> <i>University of Delhi, India</i>
10.10 – 10.30 AM	<b>02</b> Integrating Climate Change Education into The Family and Religious Studies Curriculum. A Study of Two Selected Secondary Schools in Bikita District, Zimbabwe	<b>Lenlistar Machingambi</b> <i>Great Zimbabwe University, Zimbabwe</i>
10.30 – 11.00	Tea Break	
11.00 – 11.20 AM	<b>03</b> Principals' Intellectual Stimulation and KCSE Academic Performance in High and Low Achieving Secondary Schools in Bureti Sub-County, Kenya	<b>John Kitur</b> <i>Department of Education Arts, Kabarak University, Kenya</i>
11.20 – 11.40 AM	<b>04</b> Biology Teachers' Practices and Attitudes Toward Inquiry-Based Teaching and Learning in Secondary Schools in Homabay County, Kenya	<b>Joseph Abong'o</b>
11.40 – 12.00 PM	<b>05</b> Influence of Teachers' Use of Projectors on Development of Learners' Kiswahili Language Skills in Public Junior Schools in Luanda Sub-County, Kenya	<b>Joseph Omulando, Lydia Kanake Kobiah and Rosemary Murundu</b> <i>Department of Education Arts, Kabarak University, Kenya</i>
12.00 – 12.20 PM	<b>06</b> Relationship Between Principals' Management Factors and Students' Participation in Co-Curricular Activities in Public Secondary Schools in Matayos Sub-County, Kenya.	<b>Pauline Khisa, Everlyn Omondi and Henry Kiplangat</b> <i>Department of Education Arts, Kabarak University, Kenya</i>
12.20 – 12.40 PM	<b>07</b> Integrating Inquiry-Based Learning and Mentorship to Enhance Girls' Participation in Physics Under Competency-Based Education in Kenya	<b>Faith Sila</b> <i>Umma University, Kenya</i>
12.40 – 1.00 PM	<b>08</b> Cognitive Approaches to Competency-Driven Education: Combining Historical Values and Learning Sciences to Prepare for a Green Future	<b>Rachit Srivastava</b> <i>Mody University of Science and Technology, India</i>
1.00 – 1.50 PM	Lunch	

## AFTERNOON

SESSION CHAIR: **DR. JOSEPH ONDIER**

SESSION RAPPORTEUR: **MS LUCY CHEBOR**

1.50 – 2.00 PM	<b>Devotional Meditation / Opening Prayer</b>	<b>Dr. Abel Tinaga</b>
2.00 – 2.20 PM	<b>09</b> Influence of Parental Engagement in English Language Home Assignments Through Storytelling on English Language Skills Development among Pre-Primary Learners in Vihiga Sub-County, Kenya	<b>Jacqueline Kidiya, Lydia Kobiah and Antony Somba</b> <i>Department of Education Arts, Kabarak University, Kenya</i>

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TIME	ACTIVITY	FACILITATOR
2.20 – 2.40 PM	<b>10</b> Interactive Subject Content, Learner Engagement and Clinical Skills Acquisition among Students at Kenya Medical Training College Campuses in the Rift Valley Region	<b>Sarah Koech</b> <i>Department of Health System Management, Kenya Methodist University, Kenya</i>
2.40 – 3.00 PM	<b>11</b> Influence of Adequacy of Teaching Resources on Implementation of Competency-Based Curriculum in Public Junior Schools in Kisii South Sub County, Kenya.	<b>Collins Mogeni, Jean Zigama and Joseph Ondier</b> <i>Department of Education Arts, Kabarak University</i>
3.00 – 3.20 PM	<b>12</b> Technological Integration on Learners' Engagement in Agricultural Practicals in Public Junior Schools in Nyeri Central Sub-County, Kenya	<b>Philip Ndiritu, Lydia Kobiah and Bornes Mosonik</b> <i>Department of Education Arts, Kabarak University, Kenya</i>
3.20 – 4.00 PM	<b>13</b> Implementation of Health and Hygiene Safety Guidelines in Public Secondary Schools in Kenya: A Case of Rongai Sub-County	<b>Jackline Sigei and Ernest Yegoh</b> <i>Department of Education Arts, Kabarak University, Kenya</i>
4.00 – 4.30	Tea Break	
4.30 – 4.50 PM	<b>14</b> The Influence of ICT Infrastructure on School Managers' Effective Utilisation of EMIS in Public Secondary Schools in Nakuru County, Kenya	<b>Winnie Kiprono, Joel Kiboss, Lydia Kobiah</b> <i>Department of Education Arts, Kabarak University</i>
4.50 – 5.10 PM	<b>15</b> Principals' Intellectual Stimulation and KCSE Academic Performance in High and Low Achieving Secondary Schools in Bureti Sub-County, Kenya	<b>John Kitur</b> <i>Department of Education Humanities and Social Science, Kabarak University, Kenya</i>

## 24<sup>TH</sup> JUNE 2026

8.50 – 9.00 AM	<b>Devotional Meditation / Opening Prayer</b>	<b>Dr. Abel Tinega</b>
9.00 – 9.20 AM	<b>16</b> From Homework to Home-Learning: Strengthening Family Engagement for Effective Competency-Based Curriculum Implementation	<b>Lydia Kobiah</b> <i>Kabarak University, Kenya</i>
9.20 – 9.40 AM	<b>17</b> Science Education in the 21 <sup>st</sup> Century: Integrating Artificial Intelligence, Digital Pedagogies, and Competency-Based Learning for Sustainable Educational Transformation	<b>Peter Tanui and Bornes Mosonik</b> <i>Department of Education Science, Kabarak University, Kenya</i>
9.40 – 10.00 AM	<b>18</b> Influence of Organizational Work Environment on Women's Leadership Progression in Mixed Senior Schools in Mt. Elgon Sub-County, Kenya.	<b>Brian Situbani, Betty Jeruto Tikoko and Peter Tanui</b> <i>Department of Education Arts, Kabarak University, Kenya</i>
10.00 – 10.40 AM	Tea Break	Catering Department

### Kabarak University Moral Code

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



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TIME	ACTIVITY	FACILITATOR
10.40 – 11.00 AM	<b>19</b> The Relationship Between Understanding Customer Needs And Student Satisfaction With Examinations Management In Iso 9001:2015 Certified Universities In Kenya	<b>John Wacira Chiri, Betty Tikoko &amp; Antony Somba</b> <i>Department of Education Arts, Kabarak University</i>
11.00 – 11.20 AM	<b>20</b> Relationships Between Selected Government Interventions and Girls' Completion of Secondary School Education in Narok West Sub County, Narok County, Kenya.	Mouline Otieno, Betty Tikoko and Henry Kiplangat <i>Department of Education Arts, Kabarak University.</i>
11.20 – 11.40 AM	<b>21</b> Teaching Resource Adequacy and Competency-Based Curriculum Implementation in Public Junior Schools in Kisii South Sub-County, Kenya	<b>Collins Mogeni1, Jean Zigama, Joseph Ondier</b> <i>Department of Education Arts, Kabarak University, Kenya;</i>
11.40 – 12.00 AM	<b>22.</b> Teachers' ICT Competence and its Influence on the Integration of Information and Communication Technologies in Teaching and Learning in Urban Secondary Schools in Eldoret Municipality, Kenya	<b>Bethuel Too and Peter Tanui</b> <i>Department of Education Arts, Kabarak University, Kenya</i> <i>Department of Education Arts, Kabarak University, Kenya</i>
12.00 – 12.20 PM	<b>23.</b> Relationship Between Principals' Use of Laissez-Faire Leadership Style and Students' Conformity to Rules in Public Secondary Schools in Nakuru County, Kenya.	<b>Dorcas Okindo</b> <i>Department of Education Arts, Kabarak university</i>
12.20 – 12.40 PM	<b>24.</b> Computer-Based Instruction and Students' Attitudes Toward Learning Agriculture in Secondary Schools in Baringo North Sub-County, Kenya	<b>Evans Cheptirim and Peter Tanui</b> <i>Department of Education Science, Kabarak University, Kenya.</i> <i>Department of Education Science, Kabarak University, Kenya.</i>
12.40 – 1.00 PM	<b>25.</b> Principals' Attitudes Towards Administrative Decentralization and Contemporary School Governance Reforms in Public Secondary Schools in Baringo County, Kenya	<b>Richard Moindi</b> <i>Department of Education Arts, Kabarak University, Kenya</i>
1.00 – 2.00 PM	<b>LUNCH</b>	
2.00 – 2.20 PM	<b>26.</b> School Social Climate Differences Between High and Low Performing Extra County Secondary Schools and its Influence on Academic Achievement in Nandi – Central Sub County, Nandi County, Kenya.	<b>Yegoh Ernest, K. &amp; Sigei, Jackline</b> <i>Department of Education Arts, Kabarak University, Kenya.</i>
2.20 – 2.30 PM	Closing Remarks	<b>Prof. Joel Kiboss</b>
2.30 – 2.40 PM	Closing Prayer	<b>Dr. Mary Kuria</b>

# BOOK OF ABSTRACTS

## ABSTRACTS FOR THE EDUCATION CONFERENCE

### 1. NAVIGATING TRANSFORMATIVE EDUCATION THROUGH LEADERSHIP, MINDFULNESS, AND SUSTAINABLE LEARNING

**Aarti Saikia**

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#### Abstract

Transformative education in the twenty-first century requires a renewed focus on developing not only intellectual capabilities but also emotional intelligence, ethical awareness, and sustainable life skills. Creating a life defined by mindfulness offers a pathway toward this holistic vision, where awareness replaces haste, purpose overcomes distraction, and learning becomes deeply meaningful. Mindfulness enables individuals to engage with the present moment with clarity, balance, and intentionality—qualities essential for future-ready learners and responsible leaders. The integration of art and mindfulness within education provides a powerful framework for nurturing creativity, resilience, and reflective thinking. Artistic practices encourage observation, empathy, patience, and authentic self-expression, while mindfulness strengthens concentration, emotional regulation, and inner calm. Together, they cultivate learners who are imaginative, compassionate, and adaptable in an increasingly complex world. Leadership within transformative education must therefore move beyond administrative function toward human-centered inspiration. Educational leaders who embed mindfulness and creative learning cultures can shape institutions where students flourish academically, socially, and ethically. Such environments prepare young people to become professionals who lead with wisdom, collaborate with integrity, and innovate with purpose. Sustainable learning emerges when education values long-term human development over short-term achievement. By nurturing mindful habits, emotional well-being, and social responsibility from an early age, schools contribute to creating societies rooted in compassion, inclusion, and resilience. The future of global progress depends not only on technological advancement, but on the consciousness and character of those who will lead it. Transformative education, guided by leadership and sustained through mindfulness, becomes a catalyst for building a more balanced, humane, and sustainable world.

**Keywords:** *Mindfulness, Transformative Education, Leadership, Sustainable Learning, Human Development*

## 2. INTEGRATING CLIMATE CHANGE EDUCATION INTO THE FAMILY AND RELIGIOUS STUDIES CURRICULUM. A STUDY OF TWO SELECTED SECONDARY SCHOOLS IN BIKITA DISTRICT, ZIMBABWE

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Email:

### Abstract

This study will examine the integration of climate change education into the Family and Religious Studies (FRS) curriculum in two selected secondary schools in Bikita District, Zimbabwe. Anchored in Constructivist Learning Theory and guided by an interpretivist research philosophy, the study will explore how climate change concepts are interpreted and mediated through moral, ethical, and religious perspectives within FRS. A qualitative multiple-case study design will be employed to generate in-depth, context-sensitive insights from teachers, learners, and school administrators. Data will be collected through document analysis of syllabi, textbooks, and teaching guides, alongside semi-structured interviews, focus group discussions, and classroom observations. The study will assess the extent to which climate change concepts are embedded within FRS curriculum materials, and will explore teachers' knowledge, beliefs, and pedagogical practices. It will further investigate learners' understanding, attitudes, and values toward climate change within the context of FRS instruction, while identifying institutional, cultural, and resource-related factors influencing integration. The study is expected to generate both theoretical and practical implications. Theoretically, it will contribute to the application of Constructivist Learning Theory within values-based subjects by demonstrating how environmental knowledge can be socially constructed through religious and moral discourse. Practically, the study will likely inform curriculum development by highlighting the need for clearer integration of climate change themes in FRS syllabi and teaching materials. It may also guide teacher education and professional development programs by emphasizing context-relevant pedagogical strategies.

**Key words:** *Climate change education; Family and Religious Studies (FRS); Curriculum integration; Constructivist Learning Theory; Zimbabwe Secondary Education*

## 3. PRINCIPALS' INTELLECTUAL STIMULATION AND KCSE ACADEMIC PERFORMANCE IN HIGH AND LOW ACHIEVING SECONDARY SCHOOLS IN BURETI SUB-COUNTY, KENYA

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### Abstract

The paper has discussed the correlation between the intellectual stimulation of principals and academic performance of Kenya Certificate of Secondary Education (KCSE) in high and low performing secondary schools in Bureti Sub-County, Kenya. The transformational leadership theory informed the study, which employed a correlational research design as part of a mixed-method approach. Structured questionnaires were used to obtain quantitative data and semi-structured interviews were used to collect qualitative data. The sample size was 194 respondents that included 10 principals and 184 teachers selected out of ten purposively chosen extra-county secondary schools. Descriptive statistics and logistic regression were used to analyze quantitative data, and thematic analysis was used to analyze qualitative data. The results indicated that intellectual stimulation was rated moderately among principals with a mean of 3.01. Nevertheless, the results of logistic regression showed that there was no statistically significant relationship between intellectual stimulation and academic performance classification in the sampled schools ( $p = 0.974$ ,  $\text{Exp}(B) = 0.992$ ). Even though the quantitative evidence did not identify a significant direct effect, qualitative results identified significant differences in leadership practice among school categories. In high-performing schools, principals more frequently reported

a culture of autonomy, experimentation, teacher-led innovation, and collaborative problem-solving, whereas in low-performing schools, principals reported more structured and compliance-driven creativity and school improvement strategies. The conclusion of the paper is that intellectual stimulation can be applied to school culture and professional practice, although in this case it did not significantly predict high- or low-performing schools. The research suggests a more holistic approach to transformational leadership and more focus on contextual factors that could inform the impact of leadership practice on academic performance.

**Keywords:** *Transformational leadership, intellectual stimulation, academic performance, KCSE, secondary schools, Bureti Sub-County*

#### 4. BIOLOGY TEACHERS' PRACTICES AND ATTITUDES TOWARD INQUIRY-BASED TEACHING AND LEARNING IN SECONDARY SCHOOLS IN HOMABAY COUNTY, KENYA

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##### Abstract

Inquiry-based learning (IBL) is a learning strategy that enhances learners' class participation and elicits critical thinking skills in the learners, among other benefits. It is a constructivist approach to learning where the teacher plays a minimal role as the learners construct knowledge on their own. Teachers' IBL practices and their attitudes toward IBL had not been evaluated in Homabay County. Importantly also was how teachers' attitudes toward IBL relate with their classroom IBL practices and the influence of IBL on learners' academic achievement. This study sought to evaluate Biology teachers' IBL practices and their attitudes toward IBL and how the two factors influence learners' academic achievement. A descriptive survey research design was used in this study. The accessible population comprised all Biology teachers and Biology students in Homabay County, Kenya. A total of 130 Biology teachers and 650 Biology students formed the study sample. Multistage, proportionate, stratified and simple random sampling methods were used to select the teachers while systematic random sampling was used to select the students. Four instruments, Biology Teachers' Questionnaire (BTQ), Biology Students' Questionnaire (BSQ), Biology Teachers' Observation Guide and Document Analysis Guide, were used to generate the required data for the study. Research specialists from the Latin American University of Science and Technology, Costa Rica, and local supervisors validated the instruments. The reliability of the instruments was estimated using Cronbach's alpha coefficient after pilot-testing, achieving a coefficient of 0.7. Data analysis was by descriptive statistics. It was established that Biology teachers rarely use IBL practices and that they possess negative attitudes toward IBL. The teachers also see a lot of difficulties and challenges that make IBL not implementable in their lessons. The study also concluded that IBL positively influences learners' academic achievement. The findings have depicted the true value of IBL as a learning strategy in enhancing academic performance in Biology. It is therefore recommended that IBL be rolled out to universities and teacher training institutions, as well as to serving teachers through INSETs, as a learning strategy.

**Keywords:** *Inquiry-based Learning, Teachers' Practices and Attitudes, Academic Achievement*

## 5. INFLUENCE OF TEACHERS' USE OF PROJECTORS ON DEVELOPMENT OF LEARNERS' KISWAHILI LANGUAGE SKILLS IN PUBLIC JUNIOR SCHOOLS IN LUANDA SUB-COUNTY, KENYA

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### Abstract

Teachers' use of ICT in teaching due to CBE and ICT policy 2017 of the Ministry of Education has increased motivation and student classroom engagement leading to increased skills and knowledge acquisition of students. Research shows that projectors use in teaching increases students' classroom participation and engagement thereby making increasing learners' Kiswahili language skills development. This study examined the influence of teachers' use of projectors on development of learners' Kiswahili language skills in public junior schools in Luanda Sub-County, Kenya. Guided by Bruner's constructivism theory of 1990, the study adopted mixed method research design, targeting a population of 2680 of which sample size of 393 respondents comprising of Kiswahili teachers', grade 8 learners', heads of institutions and Sub-county director of education were drawn using simple random sampling and purposive sampling. Data were collected using structured questionnaires, interviews and observations. Pilot study confirmed instruments reliability with a coefficient correlation of 0.78. Quantitative data was analysed using SPSS version 29, while Pearson correlation coefficient was used to show the influence between the variables and qualitative data from interviews and observations underwent thematic analysis. Findings revealed that teachers' use of projectors in classrooms teaching had a significant positive influence on learners' development of Kiswahili language skills ( $r = .502$ ,  $p < .001$ ). The study concludes effective integration of projectors in classroom teaching increases learners' Kiswahili skills development in line with CBE goals. Ministry of education should cultivate a culture of ICT integration practices and prioritize provision of ICT equipment as well as technical training for Kiswahili teachers' to enhance efficient development of learners' Kiswahili language skills in junior schools.

**Keywords:** *Kiswahili Language Skills Development, Public Junior Schools, ICT Integration*

## 6. RELATIONSHIP BETWEEN PRINCIPALS' MANAGEMENT FACTORS AND STUDENTS' PARTICIPATION IN CO-CURRICULAR ACTIVITIES IN PUBLIC SECONDARY SCHOOLS IN MATAYOS SUB-COUNTY, KENYA.

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### Abstract

The school management has an important role to play to ensure that students reach their full potential both in academic and co-curricular performance. Despite numerous efforts put in place participation of students in co-curricular activities in Matayos Subcounty still remains dismal. The purpose of the study therefore was to establish the relationship between principals' management factors and students' participation in co-curricular activities. This study was guided by Glassers' control theory. The study adopted a correlational research design. and the accessible population was 23 school principals, 23 heads of department for games, 69 coaches and 324 form three students from Matayos Sub County. Data was collected using interviews for principals and questionnaires for students, coaches and games' Head of Department. Descriptive statistics such as frequencies and percentages were computed from the data collected, coded and analyzed with the help of Statistical Package for Social Sciences (SPSS), version 29. Qualitative data was analyzed thematically and presented as per

the study objective. Pearson's correlation coefficient was used to establish if there was any relationship between selected management factors and students' participation in co-curricular activities. The study concluded that principals' management factors significantly influence students' participation in co-curricular activities. The study recommended that school principals should institutionalize structured supervisory systems, strengthen teachers professional development and formalize motivation of students in order to strengthen participation in co-curricular activities.

**Keywords:** *Management factors, Students participation, Co-curricular activities*

## 7. INTEGRATING INQUIRY-BASED LEARNING AND MENTORSHIP TO ENHANCE GIRLS' PARTICIPATION IN PHYSICS UNDER COMPETENCY-BASED EDUCATION IN KENYA

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### Abstract

The persistent underrepresentation of girls in physics and other STEM disciplines continues to undermine efforts toward equitable participation in science education in the 21st century, particularly within developing contexts such as Kenya. While the Competency Based Education (CBE) emphasizes learner-centered pedagogies, critical thinking and inclusivity. Limited attention has been given to how policy frameworks explicitly support gender responsive strategies and structured mentorship to enhance girls' participation in physics. This study examines the extent to which inquiry-based learning and mentorship are embedded within Kenyan education policy documents and explores how universities can play a catalytic role in strengthening these frameworks. Adopting a qualitative, policy-oriented document analysis methodology, the study systematically reviews key national and institutional policy documents, including the Basic Education Curriculum Framework (BECF), CBE curriculum designs, teacher education policies, university outreach frameworks, and gender policies in education. The analysis is guided by thematic content analysis to identify policy provisions related to inquiry-based pedagogy, gender inclusion, mentorship, and institutional collaboration. The findings are expected to show that although national policies strongly advocate for competency based and learner centered approaches, there is insufficient articulation of structured mentorship pathways and limited integration of universities as active partners in science education at the school level. The study further anticipates identifying policy gaps in teacher preparedness, resource allocation and coordination between basic and higher education institutions. In response, the paper proposes a policy informed framework that positions universities as key drivers of change through outreach programs, mentorship initiatives, teacher capacity building and the co-development of inquiry-based learning resources. It recommends strengthening policy alignment between curriculum implementation, teacher education and university engagement, as well as institutionalizing mentorship programs to support girls in physics. By linking policy, pedagogy and higher education engagement, this study contributes to the transformation of science education systems toward greater inclusivity, relevance and sustainability.

**Keywords:** *Science Education, Competency-Based Education (CBE), Inquiry-Based Learning, Gender Equity in STEM, Policy Analysis*

## 8. COGNITIVE APPROACHES TO COMPETENCY-DRIVEN EDUCATION: COMBINING HISTORICAL VALUES AND LEARNING SCIENCES TO PREPARE FOR A GREEN FUTURE

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### Abstract

In order to solve urgent global issues, this paper investigates the convergence of learning sciences, humanistic fields, and competency-based education. The goal is to look at how competency-based educational models may be designed and implemented with historical principles and sustainability in the community in mind. The study shows how these viewpoints offer crucial direction for guaranteeing that educational innovation stays morally sound and long-lasting by examining centuries-old customs pertaining to ethical argumentation and societal resilience. The study's content highlights how communities have traditionally balanced individual growth with group responsibility by drawing on case studies from various cultural backgrounds. Applying these findings to contemporary educational frameworks demonstrates how humanistic principles can enhance competency-based methods. While humanistic disciplines ground instructional methods in moral and cultural significance, the incorporation of learning sciences guarantees that these practices stay grounded in evidence. The findings highlight how incorporating humanistic viewpoints into competency-based learning improves learner autonomy, fairness, and inclusiveness. More significantly, by encouraging moral decision-making and communal resilience, it guarantees that educational institutions support sustainable future by equipping students with the skills and values necessary to address pressing global challenges. This study makes the case that the fusion of humanistic traditions and learning sciences provides a revolutionary means to create globally relevant educational institutions that can deal with contemporary issues like social disintegration, inequality, and climate change.

**Keywords:** Competency-based learning, Ethical argumentation, Educational innovation, Humanistic perspectives, Sustainable future.

## 9. INFLUENCE OF PARENTAL ENGAGEMENT IN ENGLISH LANGUAGE HOME ASSIGNMENTS THROUGH STORYTELLING ON ENGLISH LANGUAGE SKILLS DEVELOPMENT AMONG PRE-PRIMARY LEARNERS IN VIHIGA SUB-COUNTY, KENYA

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### Abstract

Parental engagement plays a critical role in early language development, yet its structured application in home-based learning within low-resource settings remains underexplored. This study examined the influence of parental engagement in English language home assignments through storytelling on the development of English language skills among pre-primary learners in Vihiga Sub-County, Kenya. A mixed-methods research design was employed, involving pre-primary parents, teachers, headteachers, and an ECDE program officer. Data was collected using questionnaires and qualitative tools analyzed using descriptive statistics and Analysis of Variance (ANOVA), alongside thematic analysis for qualitative insights. The findings revealed that most parents (86%) engaged in storytelling at least once a week. Both parents and teachers reported that storytelling significantly enhanced learners' listening skills, vocabulary acquisition, comprehension, and classroom participation. ANOVA results ( $F = 67.82, p < 0.05$ ) indicated a statistically significant relationship between the frequency of parental storytelling and improved English language skills. However, speaking skills, particularly story retelling, showed comparatively lower development, suggesting the need for more interactive practices.

Findings revealed that parental storytelling is an effective and culturally relevant strategy for enhancing early English language development. It recommends the integration of storytelling activities into home assignments within the Competency-Based Curriculum, alongside providing parents with appropriate guidance and resources to support children's language learning.

**Keywords:** Parental Engagement, Storytelling, English Language Development, Pre-primary Learners, Home Assignments

## 10. INTERACTIVE SUBJECT CONTENT, LEARNER ENGAGEMENT AND CLINICAL SKILLS ACQUISITION AMONG STUDENTS AT KENYA MEDICAL TRAINING COLLEGE CAMPUSES IN THE RIFT VALLEY REGION

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### Abstract

The preparation of competent healthcare professionals remains a critical responsibility of medical training institutions. In Kenya, concerns persist regarding inadequate clinical competencies among some graduates, posing challenges to effective healthcare delivery. As competency-based education gains prominence, blended learning approaches that combine face-to-face instruction with digital and interactive learning resources have emerged as promising strategies for enhancing learning outcomes. Interactive subject content has the potential to foster active participation and improve clinical skills acquisition; however, empirical evidence on its effectiveness and the role of learner engagement in Kenyan medical training institutions remains limited. This study examined the influence of interactive subject content on clinical skills acquisition and assessed the mediating role of learner engagement among students in Kenya Medical Training College (KMTC) campuses within the Rift Valley region. A cross-sectional research design was adopted involving nine KMTC campuses. The target population comprised 5,519 students and nine Heads of Department. Using stratified random sampling, 373 students were selected, while all nine Heads of Department were purposively included as key informants. Quantitative data were collected through structured questionnaires, while qualitative insights were obtained through key informant interviews. Data were analyzed using regression and mediation analysis techniques. The findings revealed that interactive subject content significantly predicted clinical skills acquisition ( $\beta = 0.758$ ,  $p < 0.001$ , 95% CI: 0.672–0.845). Further analysis demonstrated that learner engagement partially mediated the relationship between interactive subject content and clinical skills acquisition ( $\beta = 0.334$ , 95% CI: 0.202–0.457). These results indicate that interactive learning materials enhance students' clinical competencies both directly and indirectly by promoting greater engagement in the learning process. The study concludes that integrating interactive, learner-centered content within blended learning environments can significantly improve clinical skills acquisition among health sciences students. The findings support the institutionalization of blended learning within competency-based education frameworks, accompanied by investments in digital infrastructure and faculty capacity development. Such initiatives can strengthen health workforce preparedness, improve training quality, and contribute to sustainable educational transformation in line with national development priorities and global education goals.

**Keywords:** Blended Learning, Clinical Skills Acquisition, Interactive Subject Content, Learner Engagement, Medical Education, Nursing Education.

## 11. INFLUENCE OF ADEQUACY OF TEACHING RESOURCES ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC JUNIOR SCHOOLS IN KISII SOUTH SUB COUNTY, KENYA.

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### Abstract

The implementation of the competency-based curriculum in public junior schools is a significant shift in education, aiming to equip learners with essential skills for the 21st century. Indeed, while CBC promotes a learner-centered approach, challenges persist, mainly on regarding the adequacy of teaching resources and materials, which are critical for instruction and enriching the learning experience. The study's purpose was to examine the influence of teaching resources on implementation of the competency-based curriculum in public junior schools in Kisii South Sub County. The study was guided by the Educational Change Theory. A descriptive research design was employed, focusing on 57 public junior schools in Kisii South Sub-County. Data were collected using mixed methods, including questionnaires and interviews, with a pilot study conducted in junior schools in Kisii Central Sub-County. Quantitative data were analyzed using SPSS version 26, where Pearson correlation was used to assess relationships among variables and regression analysis to determine their combined influence, while qualitative data were analyzed thematically. The findings were presented using tables, graphs and narrative descriptions. Results showed that teaching resources had a positive and statistically significant effect on implementation of the competency-based curriculum ( $\beta = 1.042$ ,  $t = 27.581$ ,  $p < 0.05$ ). The study concludes that schools that are well-equipped with teaching materials and available instructional resources enhance effective delivery of competency-based curriculum. The study recommends that the Ministry of Education, in collaboration with school boards of management, should prioritize the sustained provision and updating of teaching and learning resources to strengthen implementation of the competency-based curriculum. The Kenya Institute of Curriculum Development should continuously review and align learning resources with evolving CBC standards. Schools boards of management should be responsible for local-level resource accountability, maintenance and effective use.

**Key words:** Adequacy of teaching resources, Competency-Based Curriculum, Implementation, Kisii South Sub-County, Public junior schools

## 12. TECHNOLOGICAL INTEGRATION ON LEARNERS' ENGAGEMENT IN AGRICULTURAL PRACTICALS IN PUBLIC JUNIOR SCHOOLS IN NYERI CENTRAL SUB-COUNTY, KENYA

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### Abstract

Engagement in agricultural practicals is a crucial component of school curricula as it equips learners with practical skills and knowledge necessary for sustainable agricultural practices. However, learner engagement in agricultural practicals in junior schools in Kenya remains inconsistent and poorly understood. The integration of technology into agricultural education may significantly enhance learner engagement by increasing interactivity, relevance, and skill development. This study, therefore, sought to assess the influence of technological integration on learners' engagement in agricultural practicals. A mixed-methods design was used to target students, teachers, and education officers in Nyeri Central Sub-County, Kenya. A sample of 343 grade eight learners, 112 School Agriculture Teachers, and 40 headteachers was used. Data was collected using questionnaires, interviews, and observation. Quantitative data were analyzed using descriptive and inferential

statistics in the Statistical Package for the Social Sciences (SPSS), while qualitative data were analysed using thematic analysis. The study found that 94.3% of the participating schools used digital tools or technology in agriculture teaching. This included digital resources such as videos, mobile apps, and online research tools, such as search engines and artificial intelligence, to enhance practical lessons. However, the researcher observed that Agricultural apps or software were used to some extent in 68.4% of cases, with only 21.1% used effectively. In addition, just 50.5% of the teachers were experienced in using modern teaching methods. There was a significant positive correlation between technological integration and learners' engagement ( $r(19) = .751, p = .001$ ). The study concluded that the integration of technology was strongly associated with increased levels of learners' engagement in agricultural practicals. The study recommends that teacher training programs focus on modern agricultural practices and innovative teaching methods to equip teachers with the knowledge and skills needed to engage students effectively.

**Keywords:** *Agriculture, agricultural practicals, learner engagement, technological integration*

### 13. IMPLEMENTATION OF HEALTH AND HYGIENE SAFETY GUIDELINES IN PUBLIC SECONDARY SCHOOLS IN KENYA: A CASE OF RONGAI SUB-COUNTY

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#### Abstract

Health and hygiene conditions in schools remain inadequate despite the existence of policy frameworks, with persistent gaps in sanitation, water supply, hygiene practices, and policy enforcement negatively affecting learners' health and academic performance; additionally, inconsistencies in implementation across schools continue to expose learners to preventable health risks and undermine the effectiveness of school health programmes; moreover, limited empirical synthesis of existing studies has constrained a comprehensive understanding of patterns, trends, and gaps in implementation across contexts. This study therefore examined the implementation of health and hygiene safety guidelines in public secondary schools in Kenya: a case of Rongai Sub-County. The study was anchored on the **Health-Promoting Schools Framework** and the **Social Ecological Model**, which emphasize the interaction between environment, behaviour, and policy in influencing health outcomes. A systematic analytical review design using thematic synthesis was adopted, targeting a population of empirical literature comprising 44 studies published between 2014 and 2024. A purposive sampling technique was used to select relevant empirical studies, while the sample size of 44 studies was determined based on inclusion and exclusion criteria for relevance and methodological rigor. The sample comprised 16 studies on WASH, 10 on school environment, 9 on health education and behaviour, and 9 on policy implementation and compliance. Data were collected using a structured data extraction checklist. Data were analyzed using thematic analysis supported by frequency counts and percentages to identify patterns across studies, and results were presented using tables to enhance comparability and interpretation. Findings revealed that WASH infrastructure is inadequate and inconsistently maintained across most studies; school environmental conditions are often substandard and contribute to poor health outcomes; health education shows a significant knowledge–practice gap among learners; and policy implementation remains largely partial due to weak enforcement and resource constraints. The study concludes that effective implementation of health and hygiene safety guidelines requires an integrated approach combining infrastructure, behavioural change, and strong governance systems. It is recommended that policymakers increase investment in WASH infrastructure and strengthen monitoring mechanisms to ensure compliance; additionally, schools should enhance teacher training and adopt participatory health education approaches to improve hygiene practices among learners.

**Keywords:** *School health, WASH, hygiene, policy implementation*

## 14. THE INFLUENCE OF ICT INFRASTRUCTURE ON SCHOOL MANAGERS' EFFECTIVE UTILISATION OF EMIS IN PUBLIC SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA

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### Abstract

Educational Management Information System (EMIS) is a webbased data management system vital for assessing the state of education in any country. EMIS utilization supports collecting, processing and analyzing educationrelated information for decision making. Despite this, the determinants of school managers' effective utilization of EMIS remained unknown in Nakuru County public secondary schools. The objective of this study was to assess the determinants of effective EMIS utilization in public secondary schools in Nakuru County. The study drew on Social Cognitive Theory and Extended Technology Acceptance Model. A convergent parallel design was employed. Validity was established through supervisor consultation and language editing, while face validity came from piloting instruments with school managers outside the main sample. Questionnaires and interview schedules collected data. Quantitative data were analysed using descriptive statistics, and qualitative data underwent thematic analysis. The findings revealed that ICT infrastructure showed a significant contribution to effective EMIS utilization. Pearson correlation showed a statistically significant positive relationship between ICT infrastructure and EMIS utilization ( $r = 0.587, p < 0.05$ ), with regression analysis confirming ICT infrastructure as a significant predictor ( $\beta = 1.392, \beta = 0.587, t = 8.872, p < 0.05$ ), explaining 34.4% of the variance in EMIS utilization. The study found out that using computers avoided loss of records ( $M = 4.16, SD = 0.78$ ) and computerized records were more durable than manual records ( $M = 4.05, SD = 0.80$ ). The study concludes that the availability, reliability and accessibility of ICT infrastructure which includes; computer hardware, software, and is essential for implementing EMIS in schools. The study recommends that the government, through the Ministry of Education and ICT, expand ICT infrastructure in schools.

**Keywords:** *Education Management Information System, ICT infrastructure, school managers' utilization*

## 15. PRINCIPALS' INTELLECTUAL STIMULATION AND KCSE ACADEMIC PERFORMANCE IN HIGH AND LOW ACHIEVING SECONDARY SCHOOLS IN BURETI SUB-COUNTY, KENYA

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### Abstract

The paper has discussed the correlation between the intellectual stimulation of principals and academic performance of Kenya Certificate of Secondary Education (KCSE) in high and low performing secondary schools in Bureti Sub-County, Kenya. The transformational leadership theory informed the study, which employed a correlational research design as part of a mixed-method approach. Structured questionnaires were used to obtain quantitative data and semi-structured interviews were used to collect qualitative data. The sample size was 194 respondents that included 10 principals and 184 teachers selected out of ten purposively chosen extra-county secondary schools. Descriptive statistics and logistic regression were used to analyze quantitative data, and thematic analysis was used to analyze qualitative data. The results indicated that intellectual stimulation was rated moderately among principals with a mean of 3.01. Nevertheless, the results of logistic regression showed that there was no statistically significant relationship between intellectual stimulation and academic performance classification in the sampled schools ( $p = 0.974, \text{Exp}(B) = 0.992$ ). Even though the quantitative evidence did not identify a significant direct effect, qualitative results identified significant differences in

leadership practice among school categories. In high-performing schools, principals more frequently reported a culture of autonomy, experimentation, teacher-led innovation, and collaborative problem-solving, whereas in low-performing schools, principals reported more structured and compliance-driven creativity and school improvement strategies. The conclusion of the paper is that intellectual stimulation can be applied to school culture and professional practice, although in this case it did not significantly predict high- or low-performing schools. The research suggests a more holistic approach to transformational leadership and more focus on contextual factors that could inform the impact of leadership practice on academic performance.

**Keywords:** *Transformational leadership, intellectual stimulation, academic performance, KCSE, secondary schools, Bureti Sub-County*

## 16. SCIENCE EDUCATION IN THE 21<sup>ST</sup> CENTURY: INTEGRATING ARTIFICIAL INTELLIGENCE, DIGITAL PEDAGOGIES, AND COMPETENCY-BASED LEARNING FOR SUSTAINABLE EDUCATIONAL TRANSFORMATION

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### Abstract

Science education in the 21st century is increasingly shaped by technological advancement, globalization, artificial intelligence (AI), and competency-based educational reforms. Traditional teacher-centered pedagogies are gradually being replaced by learner-centered approaches that emphasize inquiry, innovation, collaboration, critical thinking, and digital literacy. This paper examines emerging transformations in science education and explores the role of artificial intelligence, digital learning technologies, STEM education, and competency-based learning in improving educational outcomes. The paper further analyzes challenges affecting implementation, including inadequate digital infrastructure, limited teacher preparedness, inequitable access to technology, and ethical concerns surrounding AI integration. Anchored on constructivist and connectivist learning theories, the paper adopts a conceptual research design through systematic review and synthesis of contemporary literature on science education reforms. Findings indicate that effective science education in the 21st century requires institutional investment in teacher professional development, digital infrastructure, curriculum innovation, and inclusive pedagogical practices. The study concludes that sustainable science education should prioritize scientific literacy, technological competence, environmental sustainability, and innovation-driven learning ecosystems capable of preparing learners for the Fourth Industrial Revolution. Recommendations are provided for policymakers, curriculum developers, teacher educators, and educational institutions.

**Keywords:** *Science education, artificial intelligence, digital pedagogy, STEM education, competency-based learning, 21st century skills, educational technology.*

## 17. INFLUENCE OF ORGANIZATIONAL WORK ENVIRONMENT ON WOMEN'S LEADERSHIP PROGRESSION IN MIXED SENIOR SCHOOLS IN MT. ELGON SUB-COUNTY, KENYA.

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### Abstract

The underrepresentation of women in educational leadership remains a major challenge in achieving gender equity in secondary schools in Kenya. This study examined the influence of the working environment on the ascendancy of women to leadership positions in mixed senior schools in Mt. Elgon Sub-County, Kenya. The study was anchored on the Role Congruity Theory and complemented by Social Cognitive Theory. A descriptive survey research design was adopted using a census sampling technique involving all 71 respondents, comprising 57 female teachers, 13 school principals, and one official from the Teachers Service Commission. Primary data were collected through structured questionnaires and interview schedules. Quantitative data were analyzed using SPSS version 29 through descriptive statistics and multiple regression analysis, while qualitative data were analyzed thematically. The findings revealed that the working environment had a statistically significant influence on women's ascendancy to leadership positions ( $\beta = 0.342$ ,  $p = 0.002$ ). Key challenges identified included gender bias, inadequate institutional support, limited professional recognition, and lack of mentorship opportunities. These factors negatively affected women's leadership aspirations and career progression. Conversely, supportive and inclusive school environments were found to enhance women's opportunities for leadership advancement. The study concludes that the working environment is a critical determinant of women's progression into leadership positions in mixed secondary schools. The study recommends that the Ministry of Education, the Teachers Service Commission, and school administrators strengthen gender-responsive policies, mentorship programs, and equitable promotion practices to enhance women's representation in educational leadership.

**Keywords:** Working environment, women leadership, gender equity, educational leadership, secondary schools, leadership ascendancy, mixed senior schools.

## 18. THE RELATIONSHIP BETWEEN UNDERSTANDING CUSTOMER NEEDS AND STUDENT SATISFACTION WITH EXAMINATIONS MANAGEMENT IN ISO 9001:2015 CERTIFIED UNIVERSITIES IN KENYA

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### Abstract

The ISO 9001:2015 standard emphasizes customer focus as a key principle in organizational quality management systems. Clause 5.1.2 specifically requires institutional leadership to ensure that customer needs and expectations are identified, understood, and addressed effectively. Despite the adoption of ISO 9001:2015 certification by several universities in Kenya, examination management challenges such as delayed results, missing marks, examination irregularities, and resits continue to affect student satisfaction and timely graduation. This study investigated the relationship between understanding customer needs and student satisfaction with examinations management in ISO 9001:2015 certified universities in Kenya. The study was guided by the SERVQUAL Model and Deming's Theory of Quality Management. A convergent parallel mixed methods research design was adopted. The target population comprised final-year students and university management staff from ISO 9001:2015 certified universities in Kenya. Stratified and simple random sampling techniques were used to select student respondents, while purposive sampling was used to identify key informants from university management. Data were collected using questionnaires and interview guides. Quantitative data were analysed

using descriptive statistics and bivariate regression analysis, while qualitative data were analysed thematically. The findings revealed that understanding customer needs significantly predicted student satisfaction with examinations management. Practices such as effective communication, student feedback mechanisms, and prompt response to learner concerns enhanced satisfaction levels. The study concludes that universities that effectively identify and respond to student examination needs are more likely to improve satisfaction with examinations management processes. The study recommends strengthening feedback systems and enhancing responsiveness to student concerns in examination administration.

**Keywords:** Understanding Customer Needs, Student Satisfaction, Examinations Management, ISO 9001:2015, Universities in Kenya.

## 19. RELATIONSHIP BETWEEN SELECTED GOVERNMENT INTERVENTIONS AND GIRLS' COMPLETION OF SECONDARY SCHOOL EDUCATION IN NAROK WEST SUB COUNTY, NAROK COUNTY, KENYA.

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### Abstract

Despite the Kenyan government's efforts toward achieving universal basic education, challenges in girls' completion of secondary education persist. The purpose of this study was to determine the relationship between government bursary schemes and girls' completion of secondary education in Narok West Sub County, Kenya. The study was anchored on Equity Theory by Adams (1965) and adopted a descriptive correlational research design. The target population comprised 3,000 students and 658 teachers from the seven girls' secondary schools in Narok West Sub County, Kenya. Using Nassiuma's (2000) formula, a sample of 1,078 students and 182 teachers was selected. Purposive sampling technique was used to select all the seven girls' secondary schools in the sub-county for inclusion in the study. Data were collected using self-administered questionnaires and interview schedules. Reliability of the questionnaire was determined using Cronbach's alpha coefficient and test-retest technique at  $\leq 0.05$  level of significance. Qualitative data were analyzed thematically, while quantitative data were analyzed using descriptive statistics, including means, percentages, and standard deviation. The hypothesis was tested using Pearson Correlation Coefficient at an alpha level of .05. The findings revealed that the relationship between government bursaries and girls' completion rates was statistically significant,  $r(86) = .423$ ,  $p = .000$ . The study concludes that government bursary schemes play a significant role in enhancing girls' completion of secondary education in Narok West Sub County. The findings of the study provide valuable insights for policymakers and education stakeholders on strengthening bursary programmes to improve girls' retention and completion in secondary schools.

**Keywords:** Government bursary schemes, girls' completion rates, secondary education, universal basic education, educational equity.

## 20. TEACHING RESOURCE ADEQUACY AND COMPETENCY-BASED CURRICULUM IMPLEMENTATION IN PUBLIC JUNIOR SCHOOLS IN KISII SOUTH SUB-COUNTY, KENYA

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### Abstract

The challenges faced in the implementation of the Competency Based Curriculum (CBC) in public junior schools continue to be partly exacerbated by inadequate teaching and learning resources that limits the use of pedagogies that emphasize learners, practical activities and the development of competencies. This study focused on the effect of teaching resource adequacy on the implementation of CBC in public junior schools in Kisii South sub-County, Kenya. The study used a convergent mixed methods research design in a descriptive survey approach based on the theory of Educational Change. A total of 57 public junior schools were sampled with 224 respondents (199 teachers and 25 principals). Questionnaires and interview schedules were used to gather data, and a pilot study done in Kisii Central Sub-County. Data analysis involved: SPSS 26 (descriptive statistics, Pearson correlation, regression analysis) and thematic analysis of qualitative data. Results showed that teaching resources had a positive and statistically significant effect on the implementation of CBC ( $\beta = 1.042$ ,  $t = 27.581$ ,  $p < .05$ ). The research findings show that suitable instructional materials and learning aids are essential in implementing CBC in junior schools. It calls for the Ministry of Education, school boards of management and the Kenya Institute of Curriculum Development to continuously provide, update, maintain and hold teachers and learners accountable for teaching and learning resources.

**Key words:** Teaching resource adequacy; Competency-Based Curriculum; curriculum implementation; public junior schools; Kisii South Sub-County; Kenya.

## 21. TEACHERS' ICT COMPETENCE AND ITS INFLUENCE ON THE INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING AND LEARNING IN URBAN SECONDARY SCHOOLS IN ELDORET MUNICIPALITY, KENYA

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### Abstract

The integration of Information and Communication Technologies (ICTs) in education has become increasingly important in enhancing teaching and learning processes in the twenty-first century (Kozma, 2011; UNESCO, 2018). Despite substantial investments in educational technologies, effective ICT integration in secondary schools remains a challenge, particularly in developing countries (UNESCO, 2018). This study examined the influence of teachers' ICT competence on the integration of ICT in teaching and learning in urban secondary schools in Eldoret Municipality, Kenya. Guided by Systems Theory (Pelgrum & Plomp, 1993) and employing a mixed-methods research design, the study targeted secondary school teachers, students, and head teachers. Ten secondary schools were selected through stratified sampling. Head teachers were purposively sampled, while teachers and students were selected through random sampling, yielding a total sample of 160 respondents. Data were collected using structured questionnaires and interview schedules. Quantitative data were analysed using descriptive statistics and Pearson's correlation coefficient, while qualitative data were analysed thematically. The findings revealed that teachers' ICT competence significantly influenced the integration of ICT in teaching and learning. Teachers with higher levels of ICT knowledge and skills were more likely to incorporate ICT tools into classroom instruction, lesson preparation, assessment, and communication with learners, a finding consistent with previous studies (Lawless & Pellegrino, 2007; Tondeur et al., 2017). However, limited ICT proficiency among some teachers constrained effective technology integration. The study concluded that teacher competence is a critical determinant of successful ICT integration in secondary schools. The study recommends strengthening

teacher professional development programmes through continuous ICT training and capacity-building initiatives to enhance teachers' technological competencies and improve ICT integration in teaching and learning.

**Keywords:** *ICT competence, ICT integration, teaching and learning, secondary schools, teacher training, educational technology.*

## **22.RELATIONSHIP BETWEEN PRINCIPALS' USE OF LAISSEZ-FAIRE LEADERSHIP STYLE AND STUDENTS' CONFORMITY TO RULES IN PUBLIC SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA.**

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### **Abstract:**

Stakeholders in Nakuru County, Kenya have expressed great concern over high levels of students' non-conformity to school rules in public secondary schools as indicated by the education task force (2015). The County is noted to have high number of cases of students' non-compliance to school rules that have been handled at the county level, compared to some of the neighbouring counties like Baringo, Kajiado, Kericho and Laikipia in the last four years. This shows that there is a problem of students' conformity to school rules in some schools in the County that needed to be investigated. The purpose of this study was to investigate the relationship between principals' use of Laissez-faire leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya. The study was anchored on Hirschi's (1969) Social Control Theory. The study adopted a correlational research design. The target population was 338 principals, 393 Deputy Principals, 346 teachers and 116,374 students in 338 public secondary schools. Stratified random sampling was used to select 100 principals. Simple random sampling was used to select 346 teachers and 383 students from 11 sub-counties in Nakuru County. Forty Principals were selected to participate in the study. Questionnaires were used to collect data from principals, teachers and students while interview schedules were used to collect data from Deputy principals. Test-Retest reliability revealed a coefficient of 0.70 which is above the threshold indicating that the instruments were reliable. Descriptive statistics such as frequencies and percentages were computed from data collected. Pearson's correlation was used to establish the nature of the relationship between principals' use of laissez-faire leadership and students' conformity to rules in public secondary schools in Nakuru County, Kenya. The findings indicated that both the principals and teachers' data showed a statistically positive relationship between principals' use of Laissez-faire leadership style and students' conformity to school rules where,  $r=0.310$   $p<0.05$ . It was concluded that whenever principals used Laissez-faire leadership style in areas like students welfare, general school rules, and rules to co-curricular activities, there is high students conformity to school rules Laissez-faire style can be blended with other leadership styles in daily management activities in schools to enhance students conformity to school rules. The findings of this study may help education policy makers to come up with strategies of enhancing students' conformity to rules by requiring principals and Deputy Principals to undertake continuous in-service courses on leadership and management to handle the ever changing behaviour of learners.

**Key Words:** *Laissez-faire, leadership style, conformity, rules, Principals.*

## 23. COMPUTER-BASED INSTRUCTION AND STUDENTS' ATTITUDES TOWARD LEARNING AGRICULTURE IN SECONDARY SCHOOLS IN BARINGO NORTH SUB-COUNTY, KENYA

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### Abstract

The integration of digital technologies in education has transformed teaching and learning by promoting learner engagement, motivation, and active participation. In agricultural education, Computer-Based Instruction (CBI) offers opportunities for interactive learning experiences that may positively influence learners' attitudes toward the subject. However, empirical evidence on the effectiveness of CBI in enhancing students' attitudes toward learning Agriculture in Kenyan secondary schools remains limited. This study investigated the effect of Computer-Based Instruction on students' attitudes toward learning Agriculture in public secondary schools in Baringo North Sub-County, Kenya. The study was anchored on Constructivist Learning Theory and the Dual Coding Theory of Information Processing. A quasi-experimental research design, specifically the Solomon Four Non-equivalent Control Group Design, was employed. Four public secondary schools were purposively selected, and a sample of 162 Agriculture students participated in the study. Data were collected using an Agriculture Attitude Scale whose reliability coefficient was established at 0.83 using Cronbach's alpha. Descriptive and inferential statistics, including independent-samples t-tests and Analysis of Variance (ANOVA), were used to analyze the data. The findings revealed that students exposed to Computer-Based Instruction developed significantly more positive attitudes toward learning Agriculture than those taught through conventional methods. Learners reported increased interest, motivation, and engagement in Agriculture lessons when instructional content was delivered through computer-based platforms. The study concludes that CBI is an effective pedagogical approach for fostering positive learner attitudes, which are critical for improving participation and performance in Agriculture education.

**Keywords:** *Computer-Based Instruction, learner attitude, Agriculture education, secondary schools, educational technology.*

## 24. PRINCIPALS' ATTITUDES TOWARDS ADMINISTRATIVE DECENTRALIZATION AND CONTEMPORARY SCHOOL GOVERNANCE REFORMS IN PUBLIC SECONDARY SCHOOLS IN BARINGO COUNTY, KENYA

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### Abstract

This study examined principals' attitudes towards administrative decentralization and contemporary school governance reforms in public secondary schools in Baringo County, Kenya. An ex post facto research design was adopted to investigate the relationship between principals' academic and professional qualifications and their attitudes towards administrative decentralization without manipulating the study variables. The study was informed by earlier research which established that school heads generally held favorable attitudes towards decentralization while emphasizing the need for continuous professional development, stakeholder empowerment, and clear policy guidelines to support effective implementation. Contemporary governance reforms in Kenya, including the strengthening of Boards of Management (BOMs), increased stakeholder participation, integrated leadership structures, the implementation of the Competency-Based Curriculum (CBC), and the establishment of Junior Secondary Schools (JSS), have significantly transformed school governance and administration. The study sought to determine whether academic and professional qualifications influence principals' attitudes towards administrative decentralization. Guided by the hypothesis that there is no significant difference between principals of different academic and professional qualification

levels in their attitudes towards the decentralization of administrative structures, the study investigated principals' perceptions of emerging governance reforms and decentralized leadership practices. Findings revealed that principals generally held positive attitudes towards administrative decentralization, recognizing its potential to enhance participatory decision-making, accountability, transparency, and responsiveness to local school needs. However, significant differences were observed among principals with varying academic and professional qualifications, indicating that educational and professional preparation influences attitudes towards decentralized administration and governance reforms. Consequently, the null hypothesis was rejected. The study further established that contemporary governance reforms, particularly the integration of Junior Secondary Schools, have created role ambiguities among school leaders, Boards of Management, and Teachers Service Commission administrators, resulting in administrative tensions, delays in decision-making, and uncertainty regarding authority, supervision, and resource management. These findings reinforce earlier recommendations emphasizing the importance of leadership capacity building and clearly defined governance frameworks to support effective decentralized administration. The study concludes that although principals in Baringo County generally support administrative decentralization, the effectiveness of contemporary governance reforms is influenced by school leaders' academic and professional qualifications and the clarity of institutional roles and responsibilities. The study recommends enhanced capacity-building programmes for school leaders, the development of clear policy guidelines to address governance and leadership role conflicts, and strengthened collaboration among principals, Boards of Management, and education authorities. Future research should examine the long-term effects of governance reforms on leadership effectiveness, institutional performance, and educational outcomes in Kenya's public secondary schools

**Keywords:** *Administrative Decentralization, School Governance Reforms, Principals' Attitudes, Academic Qualifications, Professional Qualifications, Public Secondary Schools, Baringo County, Kenya.*

## **25. SCHOOL SOCIAL CLIMATE DIFFERENCES BETWEEN HIGH AND LOW PERFORMING EXTRA COUNTY SECONDARY SCHOOLS AND ITS INFLUENCE ON ACADEMIC ACHIEVEMENT IN NANDI – CENTRAL SUB COUNTY, NANDI COUNTY, KENYA.**

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Email:

### **Abstract**

This study sought to find out the type of school social climate differences prevailing in all the provincial secondary schools in both high and low performing extra county secondary schools in Nandi-Central Sub County, Nandi County, Kenya. The study sought specifically to establish whether school social climate influences academic achievement of students at Kenya Certificate of Secondary Education. The researchers used causal-comparative research design where the mean ratings on school social climate of randomly sampled 424 students and 103 teachers of four high and four low performing schools were compared and analysed to establish the extent of differences or correlations and their possible implications. Data was collected using two questionnaires (one for teachers and the other for students). Both descriptive and quantitative statistics was used to analyse the data. High performing schools recorded a more favorable social climate compared to the low performing schools as perceived by the teachers. However, there was no significant difference between the students' ratings of social climate in both high and low performing schools. The school's social climate was generally found to have a significant influence on academic performance of students in provincial secondary schools in Nandi-Central Sub County, Nandi County. The study recommended that schools should strive to improve the schools' social climate thereby creating a positive climate that will encourage better academic performance among students. School principals, being key players, should endeavour to create a climate that will spur equal opportunities to all, encourage team spirit, participatory, collegial decision-making and openness by encouraging positive interactions within the school.

**Key words:** *School Social climate, Academic performance, Low performance, High performance.*

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**CONFERENCE II: THEOLOGY AND HUMANITIES EDUCATION  
THEOLOGY AND HUMANITIES EDUCATION PROGRAMMES****THEME: *Cultivating the Whole Person: Theological Foundations for Hopeful Education***DATE: 24<sup>TH</sup> JUNE 2026

STARTING TIME: 10:00 AM EAST AFRICAN TIME

VENUE: HYBRID (KABARAK ODeL AND ONLINE)

Zoom link: <https://kabarak-ac-ke.zoom.us/j/86927475482?pwd=UxC8bBa79a81AuC2SwYGE1xjQbBZM7.1>**MORNING SESSION**Session Chair: **Dr Catherine Cheruiyot**Session Rapporteur: **Rev Shadrack Rotich**

Time	Activity	Facilitator
9:00-9:45 a.m.	Arrival & Registration	
10:00-10:10 a.m.	Devotional Meditation & Opening Prayer	Dr Elkanah Cheboi
10:10-10:15 a.m.	Welcoming Remarks	Dr. Catherine Cheruiyot
10:15-10:45 a.m.	GUEST SPEAKER "OUR ACADEMIC LEGACY"	Prof. Joseph Okello Onyango
10:45-11:00 a.m.	Q&A	
11:00-11:15	<b>Tea Break</b>	<b>Catering Team</b>

**Paper Presentations**

Time	Paper	Presenter(s)
11:15-11:30 a.m.	1. Holistic Formation as a Predictor of Ministerial Effectiveness among 21 <sup>st</sup> - Century Africa Inland Church, Kenya (AIC - K) Pastors	William Chesaina Kipkoros <i>Kabarak University</i>
11:30-11:45 a.m.	2. "They are Like Second Parents": Religious Authority, Moral Formation, and the Transmission of Eschatological Knowledge among Somali Muslims in Eastleigh, Nairobi	Philemon Tanui <i>(AIU)</i>
11:45-12:00 p.m.	3. Diversity, Justice, and the Classroom: Evaluating the Inclusive Pedagogical Environment at AIU through its Mission and Core Values Lens	Joshua Eyasu <i>Affiliation</i>

**Kabarak University Moral Code***As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus Christ as Lord. (1 Peter 3:15)***Kabarak University is ISO 9001:2015 certified.**

12:00 -12:15 p.m.	<b>4.</b> An Exploration of the Strategies Put in Place by Islam to Conserve the Environment in Marsabit County, Kenya	<b>Mwithalii Moses Iruki</b> <i>Affiliation</i>
12:15-12:30 p.m.	<b>5.</b> The Digital Battlefield: Assessing the Impact of Blogger Rhetoric on the Public Credibility of Political and Religious Leaders.	<b>Rev Fredrick Kiprof Kiptoo</b>
12:30-12:55 p.m.	Q&A	
12:55-2:00 pm	<b>Lunch Break</b>	<b>Catering Team</b>

## AFTERNOON SESSION

Session Chair: **Dr. Ednah Koskei**

Session Rapporteur: **Mr Ndiema**

2:00 -2:15 p.m.	<b>6.</b> Historical Ethics, Indigenous Knowledge, and Sustainable Futures: Rethinking Abaluhya Agricultural Practices in Western Kenya (1894 - 1978)	Brenda Omondi (Umma University)
2:15 -2:30 p.m	<b>7.</b> An Examination On Causes Of Environmental Degradation In Marsabit County, Kenya	Mwithalii Moses Iruki
2:30-3:00 p.m.	Q&A	

**Closing Prayer:** Dr William Koros

**Conference Convenors:**

1. Dr. Catherine Cheruiyot
2. Dr. Ednah Koskei

## ABSTRACTS FOR THEOLOGY EDUCATION

### 1. HOLISTIC FORMATION AS A PREDICTOR OF MINISTERIAL EFFECTIVENESS AMONG 21ST-CENTURY AFRICA INLAND CHURCH, KENYA (AIC - K) PASTORS

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#### Abstract

Current trends in theological education indicate a shift from purely cognitive and scholastic models to trichotomic integration of the head, heart, and hands, and a holistic ministerial formation model that significantly improves ministerial resilience and congregational engagement in post-secular contexts. This paper examines Holistic Formation as a Predictor of Ministerial Effectiveness Among 21st-Century Africa Inland Church (AIC) Pastors. Specifically, the study seeks to assess the influence of spiritual formation; examine the influence of intellectual formation, pastoral leadership, and management skills; establish the influence of emotional formation; and evaluate the influence of digital formation on ministerial effectiveness among 21st-century African pastors. The study will be guided by Social Constructivism Theory and Character Formation cum Leadership Development (CFLD) Model. It will adopt a descriptive research design and involve all seven Africa Inland Church (AIC) Bible Colleges in the North and South Rift. Seven academic Deans of each college and 35 finalist students will be selected using purposive, stratified, proportionate, and simple random sampling techniques. Closed-ended questionnaires will be used to collect data. Data will be analyzed with the aid of the Statistical Package for Social Sciences (SPSS) version 31. Data will be described and summarized using frequency tables, percentages, mean, and standard deviation. The Pearson Product-Moment Correlation ( $r$ ) will be used to determine whether holistic formation is associated with ministerial effectiveness, while multiple regression will be used to determine the effects of the independent variables on the dependent variable. This study will contribute valuable insights into restructuring institutional curricula to sharpen the effectiveness of the Africa Inland Church, Kenya, pastors in providing transformational leadership and ministry effectiveness.

**Keywords:** Holistic ministerial formation, Ministerial effectiveness, Theological education, Pastoral leadership development, Digital formation.

### 2. "THEY ARE LIKE SECOND PARENTS": RELIGIOUS AUTHORITY, MORAL FORMATION, AND THE TRANSMISSION OF ESCHATOLOGICAL KNOWLEDGE AMONG SOMALI MUSLIMS IN EASTLEIGH, NAIROBI

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#### Abstract

This study examines the roles of Muslim teachers (*Maalim, Sheikhs, Imams*) and cultural elders in shaping beliefs about adhaab al-kabr (the punishment of the grave) among the Somali Muslim community in Eastleigh, Nairobi County, Kenya. Employing a qualitative ethnographic approach, data were collected through semi-structured interviews, participant observation, and focus group discussions with 48 participants, including religious teachers, community leaders, and lay members. The study utilized the theory of assimilation to examine how Islamic teachings have been integrated with Somali cultural authority structures, and social interpretive theory to understand how community members attach meaning to their relationships with teachers. Findings reveal that Muslim teachers occupy a position of profound authority within the community, regarded as "second parents" whose knowledge, moral example, and spiritual guidance are trusted without question. This authority

is rooted in religious teachings that command respect for those who transmit knowledge, in teachers' perceived embodiment of Islamic virtues, and in cultural traditions that venerate elders as repositories of wisdom. Teachers are seen as knowledgeable, God-fearing, and worthy of emulation, and their teachings on *adhaab al-kabr* are accepted as authoritative interpretations of Islamic doctrine. Cultural teachers (elders) play a complementary role, transmitting moral values through storytelling, real-life examples, and practical wisdom that reinforce Islamic teachings on accountability and the afterlife. The integration of religious and cultural authority produces a unified framework for understanding *adhaab al-kabr* that shapes moral consciousness, guides behavior, and reinforces community identity. The study also reveals that engagement with Islamic texts, particularly the Qur'an and Hadith, is central to this process, with participants describing the texts as sources of peace, healing, and spiritual energy. The study contributes to the sociology of religion, Islamic studies, and the anthropology of education by providing rich ethnographic data on how religious knowledge is transmitted, authorized, and internalized within a contemporary diasporic Muslim community.

**Keywords:** *Adhaab al-kabr, religious authority, Muslim teachers, Somali Muslims, moral formation, Eastleigh*

### 3. DIVERSITY, JUSTICE, AND THE CLASSROOM: EVALUATING THE INCLUSIVE PEDAGOGICAL ENVIRONMENT AT AIU THROUGH ITS MISSION AND CORE VALUES LENS

**Joshua Eyasu**

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#### Abstract

In current era, as part of the "Majority World" and in the context of increasingly growing landscape of higher education, African Christian institutions are needed to model the principles of diversity and justices within the teaching-learning classroom. The institutions must align their stated mission statement and core values with their daily classroom lived experiences. This article evaluates the extent to which the pedagogical environment at Africa International University (AIU) reflects its mission statements and it examines how AIU's core values manifest within the classroom experiences. AIU is a multi-denominational and multi-national university. While the AIU's mission clearly prioritizes global 'Christ-centered' impact and values that transform the whole person, this article argues that the 'lived experience' of diversity and justice in the classroom require a more intentional integration of inclusive pedagogical strategies. Existing literature shows that faith-based universities in Africa lack of examined mission and core values as 'lived experience' and embedded in everyday teaching context (e.g., A. C. Staup, 2026; T. O. Igwe, 2026; E. Martin, 2025; Z. M. Sitoyi, 2026). The study draws upon classroom observations and focus group interviews with thematic analysis to access whether current learning-teaching practices foster an inclusive space that honors international diverse students' identities and experiences. After examining the current landscape of pedagogical engagement, this study *aims* to identify expected existing barriers to inclusivity and proposes a model of 'Kingdom Pedagogy.' This model advocates for classroom space that bridges the gap between theoretical-theological construct and the practical, lived reality of students. Then, it suggests that true institutional excellence is inseparably linked to the intentional cultivation of justice and diversity with a lived pedagogical reality in the classroom. By doing so, this article *contributes* to the broader discourse on African Christian institutions established statements and lived experiences.

**Keywords:** *Inclusive Pedagogy, Diversity, Justice, Mission, core values, Lived-experience.*

#### 4. AN EXPLORATION OF THE STRATEGIES PUT IN PLACE BY ISLAM TO CONSERVE THE ENVIRONMENT IN MARSABIT COUNTY, KENYA

**Mwithalii Moses Iruki**

Affiliation:

mosesmwithalii@gmail.com

##### ABSTRACT

In the context of growing environmental degradation driven by climate change, deforestation, and unsustainable land use, religious institutions have increasingly been recognized as important actors in environmental conservation. In Islam, ecological responsibility is grounded in key theological principles such as stewardship (Khalifah), trust (Amānah), and balance (Mizān), which encourage sustainable interaction with nature. Despite the presence of these teachings, environmental degradation persists in Marsabit County, Kenya, raising questions about the effectiveness and application of Islamic environmental strategies at the local level. This study explored the strategies employed by Islam in promoting environmental conservation in Marsabit County. Guided by Liberative Social Solidarity Theory, which emphasizes the liberation and protection of all creation from oppression, the study adopted a descriptive survey research design. It was conducted across four sub-counties of Marsabit County: Moyale, North Horr, Saku, and Laisamis. The target population included Islamic leaders, religious scholars, community members, youth, and Madrasa learners, from which a sample of 384 respondents was selected. Data was collected using questionnaires, oral interviews, and focus group discussions, and analyzed using descriptive statistics with SPSS version 28.0, alongside qualitative thematic analysis. Findings indicate that Islamic environmental conservation strategies in Marsabit County are primarily expressed through religious teachings in sermons (khutbahs), Madrasa instruction, community sensitization programs, and guidance provided by religious leaders. Additional strategies include Zakat-based support mechanisms that indirectly reduce reliance on environmentally destructive livelihoods, as well as advocacy for responsible resource use grounded in Islamic ethics. However, the effectiveness of these strategies is limited by socio-economic pressures such as poverty, which often compel communities to engage in unsustainable environmental practices. The study concludes that while Islam provides a strong ethical and strategic framework for environmental conservation, its implementation requires stronger institutional support and integration with livelihood-focused interventions to enhance effectiveness in Marsabit County.

**Keywords:** *Conserve, Environment, Exploration, Islam, Strategies*

## ABSTRACTS FOR HUMANITIES & SOCIAL SCIENCES

### 1. HISTORICAL ETHICS, INDIGENOUS KNOWLEDGE, AND SUSTAINABLE FUTURES: RETHINKING ABALUHYA AGRICULTURAL PRACTICES IN WESTERN KENYA (1894 - 1978)

**Brenda Omondi**

Umma University

[bsalome@umma.ac.ke](mailto:bsalome@umma.ac.ke)

#### Abstract:

Contemporary debates on competency-based education (CBE) emphasise the development of practical skills, ethical awareness, and sustainability-oriented learning. However, these frameworks often overlook the historical depth and ethical foundations embedded in African Indigenous Knowledge Systems. This paper interrogates how historical agricultural practices among the Abaluhya of Western Kenya (1894 -1978) can be reinterpreted as ethical knowledge systems that informed sustainable environmental management and community resilience. Drawing on oral history, archival sources, and linguistic analysis, the study examines how farming practices were guided by moral principles related to land stewardship, intergenerational responsibility, and ecological balance. These practices were not merely technical activities but were embedded within broader ethical frameworks that regulated resource use, social relations, and environmental conservation. By foregrounding these historical ethics, the paper challenges dominant narratives that frame indigenous practices as static or environmentally inefficient. The paper further argues that colonial interventions disrupted these ethical systems by imposing extractive agricultural models and redefining local knowledge through external epistemologies. Despite this, elements of indigenous ethical frameworks persisted and adapted, offering valuable insights for contemporary sustainability debates. By situating Abaluhya agricultural practices within the discourse of historical ethics, this study contributes to the integration of humanities perspectives into competency-based education. It demonstrates how history as a discipline can inform ethical competencies, environmental consciousness, and culturally grounded approaches to sustainability. Ultimately, the paper advocates for the inclusion of indigenous ethical knowledge in educational frameworks to foster more contextually relevant and sustainable futures in Africa.

**Keywords:** *Indigenous Knowledge Systems; Historical Ethics; Sustainability; Abaluhya; Competency-Based Education*

### 2. AN EXAMINATION ON CAUSES OF ENVIRONMENTAL DEGRADATION IN MARSABIT COUNTY, KENYA

**Mwithalii Moses Iruki**

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[mosesmwithalii@gmail.com](mailto:mosesmwithalii@gmail.com)

#### ABSTRACT

The growing intensity of environmental challenges such as climate change, deforestation, and biodiversity loss has heightened pressure on fragile ecosystems in arid regions like Marsabit County, Kenya. Although environmental degradation in such contexts is widely acknowledged, there is limited empirical research examining how local socio-economic conditions shape the specific drivers of degradation within marginalized communities. This study addresses that gap by investigating the underlying causes of environmental degradation in Marsabit County. Guided by the Liberative Social Solidarity Theory, the study employed a descriptive survey design with a sample of 384 respondents drawn from the Muslim community. Data were collected through

questionnaires, interviews, and focus group discussions, and analysed using both qualitative and quantitative methods. Findings reveal that environmental degradation is primarily driven by survival-based practices such as overgrazing, deforestation, and reliance on natural resources for subsistence. These practices are intensified by recurrent droughts and economic vulnerability, with poverty emerging as a central factor limiting the adoption of sustainable environmental strategies. The study concludes that environmental degradation in Marsabit County is not solely a result of environmental stressors but is strongly shaped by livelihood insecurity. Evidence indicates that without viable economic alternatives, communities are constrained to engage in resource-depleting activities. The study therefore recommends integrated interventions that combine environmental conservation with poverty reduction strategies, including community-based resource management and sustainable livelihood programs.

**Key Words:** *Causes, Degradation, Environmental, Examination*



# CONFERENCE III: KABARAK UNIVERSITY INTERNATIONAL RESEARCH CONFERENCE ON LANGUAGES, LINGUISTICS AND LITERATURE CONFERENCE 2026

## PROGRAMME

*Theme: International Research Conference on Trends and Emerging Issues in Languages, Communication and literature in the Post Modern Era.*

DATE: 23<sup>RD</sup> JUNE 2026

STARTING TIME: 8 AM EAST AFRICAN TIME

VENUE: HYBRID (KABUO AND ONLINE)

Zoom Link: <https://kabarak-ac-ke.zoom.us/j/85328260941?pwd=RHXRaMyViDPghbAzbh47q2cp87yeaz.1>



### MORNING SESSION

**Session Chair:** Dr Rosemary Murundu

**Session Rapporteur:** Dr. Jackson Kavoi

Time	Activity	Facilitator
8:00-8:45 a.m.	Arrival & Registration	
8:45-9:00 a.m.	Devotional Meditation & Opening Prayer	Patrick Mulinge
9:00-9:05 a.m.	Welcoming Remarks	Vitalis Kandie- Convenor
9:05-9:45 a.m.	GUEST SPEAKER <b><i>Transformations in African Indigenous Languages to Meet Advances in the 21<sup>st</sup> Century: Understanding the Gen Zs using the Third Space Theory</i></b>	<b>Dr. Fred C.N.W. Simiyu</b> <i>Senior Lecturer, Kiswahili and African languages, Kibabii University, Kenya</i>
9:45-9:55 a.m.	Q&A	
9:55-10:30	<b>Tea Break</b>	<b>Catering Team</b>

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



*Kabarak University is ISO 9001:2015 certified.*

## PAPER PRESENTATIONS

Time	Paper	Presenter(s)
10:30-10:50 a.m.	<b>1.</b> Pandemics and the Page: How Epidemics and Technology Reshape Literary Study	<b>Rosemary Murundu</b> <i>Department of Education Arts Kabarak University, Kenya</i>
10:50-11:10 a.m.	<b>2.</b> Narrating Obsolescence of Environmental Ethics and Epistemologies In Nyawawa Tales	<b>Odeny Jacob</b> <i>Department Of Education Arts Kabarak University, Kenya</i>
11:10-11:30 a.m.	<b>3.</b> The Storyteller as The Most Powerful Master in the World: Narrative Power and Social Transformation In Ngũgĩ Wa Thiong'o's <i>Wizard Of The Crow</i>	<b>Diana Munyao Mutuku</b> <i>Department of Education Arts, Kirinyaga University</i>
11:30-11:50 a.m.	<b>4.</b> Lugha Na Maendeleo Katika Karne Ya Ishirini Na Moja  Mada: Tathmini Ya Matumizi Ya Akiliunde (AI) Katika Uhakiki Wa Fasihi Ya Kiswahili	<b>Collins Kenga Mumbo</b> <i>Idara ya Kiswahili na Lugha Nyingine za Kiafrika Chuo Kikuu cha Moi</i>
11:50-12:20 p.m.	Q&A	
12:20-2:00 p.m.	<b>Lunch Break</b>	<b>Catering Team</b>

## AFTERNOON SESSION

**Session Chair:** Dr Daniel Machatia

**Session Rapporteur:** Dr. Anne Somba

2:00-2:40 PM	<b>5.</b> Reflections On the Nature of Literary Knowledge and Literature as the Midwife Competency-Based Education In Kenya	<b>Japhet Langat</b> <i>Department of Education Arts, Kabarak University</i>
3:00-3:40 PM	<b>6.</b> Distinguishing Between Clitics and Affixes in The Swahili Language: An Optimality-Theoretic Analysis of Phonological and Morphological Alignment	<b>Naomi Ndumba Kimonye</b> <i>Umma University.</i>

**Closing Prayer:** Dr. Jackson Kavoi

**Conference Convenor:** Vitalis Kandie

# ABSTRACTS FOR LANGUAGES, LINGUISTICS AND LITERATURE

## 1. PANDEMICS AND THE PAGE: HOW EPIDEMICS AND TECHNOLOGY RESHAPE LITERARY STUDY

**Rosemary Murundu**

Department of Education Arts

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### Abstract

Epidemics and technological shifts have each historically influenced literary production and reception, yet their combined impact on the *methods* of literary study remains under examined. The COVID-19 pandemic, for instance, occurring alongside rapid digitization, presents a unique moment to assess this convergence. This paper investigates how epidemics (past and present) and digital technologies jointly reshape literary scholarship; including canon formation, interpretive practices, pedagogy, and access to texts. The paper synthesizes historical case studies (e.g., plague-era literature, 1918 influenza response) with recent data from pandemic-era remote learning, digital archiving projects, and computational literary analysis. It employs a comparative, interdisciplinary framework drawing from book history, digital humanities, and reception theory. The paper argues that epidemics historically catalyze shifts in reading communities, textual production, and themes of mortality, isolation, and social breakdown. It also establishes that digital technologies; especially during COVID-19 have led to the accelerated and the adoption of online teaching, large-scale text mining, and virtual access to rare materials. It finds that the intersection of both forces exposes tensions: between distant reading and close reading, between accessibility and the loss of embodied classroom dynamics, and between technological optimism and digital divides. The paper contends that a resilient literary study must integrate computational tools while preserving empathetic, slow, and critical reading practices. The paper concludes that the convergence of contagion and code is not merely a temporary disruption but a structural transformation. Literary scholars must therefore adopt hybrid methods that honor the past while innovating for future crises. The paper suggests practical recommendations for curriculum design, digital infrastructure, and inclusive access.

**Keywords:** *Epidemics and literature; digital humanities; COVID-19 pedagogy; history of reading; literary theory*

## 2. NARRATING OBSOLESCENCE OF ENVIRONMENTAL ETHICS AND EPISTEMOLOGIES IN NYAWAWA TALES

**Odeny Jacob**

Department of Education Arts, Kabarak University.

[jacobodeny094@gmail.com](mailto:jacobodeny094@gmail.com)

### Abstract

African oral traditions have long functioned as repositories of indigenous knowledge and as communicative systems through which communities transmit social values, cultural norms, and environmental ethics. Among the Luo of Western Kenya, Nyawawa tales constitute a significant genre of oral narrative that employs linguistic and symbolic resources to construct meanings around rivers, lakes, forests, mountains, and wildlife. Through the use of supernatural imagery, metaphor, symbolism, and fear appeals, these narratives fostered respect for

natural ecosystems and regulated human interactions with the environment. However, the rise of modern scientific rationality and the privileging of empirical knowledge have increasingly marginalized such indigenous knowledge systems, leading to the dismissal of Nyawawa narratives as mere superstition lacking scientific validity. This paper examines the linguistic and cultural mechanisms through which Nyawawa tales encode environmental knowledge and promote ecological responsibility within Luo society. Specifically, it interrogates how narrative structures, symbolic representations, and discourse strategies construct environmental meanings and influence community attitudes toward conservation. While existing scholarship has explored African oral traditions as vehicles of cultural memory and environmental justice, limited attention has been paid to the marginalization of Nyawawa narratives and the implications of this decline for indigenous environmental knowledge transmission in contemporary society. The study argues that, beyond their supernatural content, Nyawawa tales function as sophisticated communicative practices that embody culturally embedded ecological wisdom. By recontextualizing these narratives within contemporary discussions of language, culture, and sustainability, the paper highlights the continued relevance of African oral heritage in addressing modern environmental challenges.

**Keywords:** *Nyawawa tales; African oral traditions; indigenous knowledge systems; environmental discourse; ecological sustainability.*

### 3. THE STORYTELLER AS THE MOST POWERFUL MASTER IN THE WORLD: NARRATIVE POWER AND SOCIAL TRANSFORMATION IN NGŪGĪ WA THIONG'O'S *WIZARD OF THE CROW*

**Diana Munyao Mutuku**

Department of Education Arts, Kirinyaga University

[dmunyao@kyu.ac.ke](mailto:dmunyao@kyu.ac.ke)

#### Abstract

This paper examines the proposition that the storyteller is the most powerful master in the world through an analysis of narrative power and social transformation in Ngũgĩ wa Thiong'o's *Wizard of the Crow*. While political leaders, religious authorities, and economic elites often wield visible forms of power, storytellers influence collective consciousness through the creation, preservation, and dissemination of narratives that shape social realities. Drawing on Postcolonial Theory, particularly the works of Frantz Fanon and Homi K. Bhabha, the study investigates how Ngũgĩ employs storytelling as a tool of resistance, cultural memory, and social change. Through satire, folklore, myth, magical realism, and oral narrative techniques, *Wizard of the Crow* constructs an alternative discourse that exposes authoritarianism, critiques neo-colonial structures, and empowers marginalized voices. The paper argues that storytelling functions as a form of cultural authority capable of challenging dominant ideologies and facilitating the recovery of indigenous knowledge systems. It further demonstrates that narrative power enables communities to imagine alternative futures and mobilize collective action. The study concludes that the storyteller occupies a unique position within society because stories shape identities, memories, beliefs, and aspirations across generations. Consequently, storytelling remains a powerful instrument of resistance and transformation in contemporary African societies.

**Keywords:** *Storytelling, Narrative Power, Postcolonial Theory, Ngũgĩ wa Thiong'o, Wizard of the Crow, Social Transformation, Cultural Memory*

#### 4. REFLECTIONS ON THE NATURE OF LITERARY KNOWLEDGE AND LITERATURE AS THE MIDWIFE COMPETENCY-BASED EDUCATION IN KENYA

**Japhet Langat**

Department of Education Arts, Kabarak University  
[jchebelyon@kabarak.ac.ke](mailto:jchebelyon@kabarak.ac.ke)

##### Abstract

The competency-based education assumes that the Arts (including Literature) constitute one means by which learners can discover their career pathways in their world. This assumption is (hopefully) informed by the view that the study of literature is both an end and a means to knowledge of self and others. This paper seeks to demonstrate how literature, prior to the introduction of CBE in Kenya, already espoused the principles of CBE, in terms of the nature of its knowledge, which also how it (ideally) ought to be taught. In other words, before the dawn of CBE, literary studies already offered a platform for imparting competencies in learner-centred ways. This claim, which stems from the understanding that the subject and project of literature (and literary studies) is always the human being, assumes that the pedagogical practices of teaching literature in Kenyan schools have been informed, historically, by the need to impart both literary knowledge, which inherently is the knowledge of human nature in context. This paper, which will be shaped by a review of diverse authorities, and self-narrated insights from the researcher's experiences as a literary scholar, will address the following questions: What is the nature of literary knowledge? To what extent have pedagogical decisions in literature education (including the selection of set books, teaching and evaluation) been shaped by a proper understanding of the nature of literary knowledge in Kenya? The paper will demonstrate the various 21<sup>st</sup> century skills and competencies that literary education espoused prior to CBC, and how these can be enhanced through the infusion of digitally-aided research and pedagogical practices. It will argue that, ideally, the end of teaching and learning of literature is to *create* literature that speaks to the prevailing human condition within the time and space of the learner.

**Keywords:** *Literature, Literary knowledge, Competency-Based Education, Pedagogical practices*

#### 5. DISTINGUISHING BETWEEN CLITICS AND AFFIXES IN THE SWAHILI LANGUAGE: AN OPTIMALITY-THEORETIC ANALYSIS OF PHONOLOGICAL AND MORPHOLOGICAL ALIGNMENT

**Naomi Ndumba Kimonye**

Umma University  
[ndumba@umma.ac.ke](mailto:ndumba@umma.ac.ke)

##### Abstract

This paper investigates the distinction between clitics (*viangami*) and affixes (*viambishi*) in the Swahili language using Optimality Theory (OT). While traditional grammars have described Swahili as a heavily agglutinative language, the boundary between affixes that attach to roots and clitics that attach to complete words, the host, has not sufficiently been analyzed and researched. Since this topic has not been systematically analyzed within a formal constraint-based framework, this study addresses that gap by investigating the morphosyntactic and phonological criteria that differentiate clitics from affixes in Swahili. Drawing on data from native speakers and extensive examples from the literature (Mgullu, 2001; Massamba, Kihore & Hokororo, 2012), this study demonstrates that affixes attach to roots, whereas clitics attach to complete, independent words which we will refer to as *host*. Furthermore, affixes represent grammatical concepts such as tense, person, noun class, aspect, and derivation, while clitics represent possession, person (pronominal), demonstratives, and interrogation. In this study, we were guided by Optimality Theory constraints such as DEP (no insertion), MAX (prohibits deletion), IDENT (Output match input in feature values) the analysis shows how surface forms emerge as optimal candidates. This paper is based on Qualitative, theory-driven morphophonological analysis, employing

Optimality Theory (OT) as the analytical framework. In this research, there was the use of comparative evaluation of candidate output forms against ranked constraints. The findings of our study reveal that Swahili affixes has both prefixes and suffixes, and in clitics there are initial clitics and final clitics. As this research seeks to establish a clear distinction between clitics and affixes in the Swahili language it will contribute to Bantu morphology, linguistic typology, and will have implications for second-language pedagogy and natural language processing.

**Keywords:** Swahili language, clitics, affixes, Optimality Theory, morphophonology, morphosyntax, Bantu morphology, phonological and morphological alignment.

## 6. LUGHA NA MAENDELEO KATIKA KARNE YA ISHIRINI NA MOJA

### MADA: TATHMINI YA MATUMIZI YA AKILIUNDE (AI) KATIKA UHAKIKI WA FASIHI YA KISWAHILI

**Collins Kenga Mumbo**

Idara ya Kiswahili na Lugha Nyingine za Kiafrika

Chuo Kikuu cha Moi

[Kengamumbo15@gmail.com](mailto:Kengamumbo15@gmail.com)

#### Ikisiri

Mabadiliko ya kiteknolojia yamechangia pakubwa maendeleo katika utafiti na uhakiki wa taaluma ya fasihi ya Kiswahili, hususan teknolojia ya habari na mawasiliano pamoja na Akiliunde (AI) katika siku za hivi karibuni. Akiliunde (AI) imekuwa na athari kubwa sana katika ujifunzaji wa taaluma mbalimbali za Kiswahili. Kwa upande mmoja akiliunde imeleta tija na kwa upande mwingine imesababisha hasara. Kutokana na hali hiyo makala hii imechunguza na kudadisi namna akiliunde inavyotumiwa na athari zake katika uhakiki wa kazi za fasihi ya Kiswahili. Kuchipuka kwa teknolojia hii na matumizi yake kumezua mijadala katika makongamano na vyumba vya mihadhara kuhusu matumizi yake kwenye majukwaa mbalimbali ya taaluma za Kiswahili zikiwemo isimu, fasihi, tafsiri na ukalimani. Mijadala mingi ikielekezwa kwenye athari chanya na hasi. Makala haya imechunguza matumizi ya teknolojia hii katika utafiti na uhakiki wa fasihi na mustakabali wake.

**Maneno Muhimu:** Akiliunde (AI), Fasihi ya Kiswahili, Uhakiki wa Kifasihi, TEHAMA, Utafiti wa Kifasihi, Mustakabali wa Fasihi.

## CONFERENCE IV: PSYCHOLOGY AND MENTAL HEALTH PSYCHOLOGY AND MENTAL HEALTH PROGRAMME

**THEME: *Advancing Research and Practice in Psychology and Mental Health***

CONFERENCE DATE: **24<sup>TH</sup> JUNE 2026**

STARTING TIME: **8.00AM EAST AFRICAN TIME**

VENUE: **HYBRID (KABUO AND ONLINE)**

**Zoom Link:**

<https://kabarak-ac-ke.zoom.us/j/89427493667?pwd=aVFhVoagOeuFeb75iZ6t7XMWY6jiXM.1>



### MORNING SESSION

**Session Chair:** Dr Julius Lang'at

**Session Rapporteur:** Esther Kapsir

Time	Activity	Facilitator
8:00-8:45 a.m.	Arrival & Registration	
8:45-9:00 a.m.	Devotional Meditation & Opening Prayer	Nelly Murgor
9:00-9:05 a.m.	Welcoming Remarks	Patrick Wanjau
9:05-9:45 a.m.	GUEST SPEAKER	
9:45-9:55 a.m.	Q&A	
9:55-10:30	<b>Tea Break</b>	<b>Catering Team</b>

### PAPER PRESENTATIONS

Time	Paper	Presenter(s)
10:30-10:50 a.m.	1. Teacher self-care as a moderator of the relationship between counseling interventions and work-related stress among public senior school teachers in Nakuru East Sub-County, Kenya	Dennis Keith, James Kay & Diana Munyao

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10:50-11:10 a.m.	2. Enhancing access to mental health support through an anonymous digital counseling platform: A Kenyan perspective	Jakes Keraso
11:10-11:30 a.m.	3. Influence of hybrid work structure on employee mental wellbeing in non-governmental organizations in Nairobi County	Rina Muasya
11:50-12:20 p.m.	Q&A	
12:20-2:00 p.m.	<b>Lunch Break</b>	<b>Catering Team</b>

**Closing Prayer:** Nelly Murgor

**Conference Convenor:** Patrick Wanjau



# ABSTRACTS FOR PSYCHOLOGY AND MENTAL HEALTH

## 1. TEACHER SELF-CARE AS A MODERATOR OF THE RELATIONSHIP BETWEEN COUNSELING INTERVENTIONS AND WORKRELATED STRESS AMONG PUBLIC SENIOR SCHOOL TEACHERS IN NAKURU EAST SUBCOUNTY, KENYA

Dennis Keith<sup>1</sup>, James Kay<sup>1</sup>, & Diana Munyao<sup>2</sup>

<sup>1</sup>Department of Education, Kabarak University, Kenya

<sup>2</sup>Department of Education, Kirinyaga University, Kenya

[denniskeith.k@gmail.com](mailto:denniskeith.k@gmail.com)

### Abstract

Work-related stress among public senior school teachers in Kenya has become an educational challenge, with role overload and inadequate social support exacerbating stress. This study examined the moderating role of teacher self-care on the relationship between counseling interventions and work-related stress among public senior school teachers in Nakuru East Sub-County. It was grounded on the Transactional Model of Stress and Coping (TMSC) and Social Support Theory (SST), and employed a quantitative cross-sectional survey design. With a structured questionnaire as the primary data collection instrument, 178 teachers from 19 public senior schools completed the survey. The questionnaire assessed counseling interventions (individual, group, and psychoeducation) as the independent variable and work-related stress as the dependent variable, measured through the Copenhagen Burnout Inventory (CBI). The moderating role of teacher self-care practices was determined via the selected Coping Orientation to Problems Experienced (COPE) inventory. Analysis was conducted using multiple regression with HC3 robust standard errors. Results showed that teacher self-care significantly moderated the relationship between individual counseling and work-related stress ( $B = -0.240$ ,  $p = .042$ ). Individual counseling was more effective in reducing stress among teachers with higher self-care. No significant moderation was found for group counseling or psychoeducation. Self-care functions enhance the benefits of individual counseling while leaving group-based and educational interventions unaffected. Local public senior schools should integrate self-care promotion within individual counseling services to maximize stress reduction outcomes among troubled teachers.

**Keywords:** *Counseling interventions, work-related stress, teacher self-care, public senior schools, Kenya.*

## 2. ENHANCING ACCESS TO MENTAL HEALTH SUPPORT THROUGH AN ANONYMOUS DIGITAL COUNSELING PLATFORM: A KENYAN PERSPECTIVE

Jakes Keraso

Kabarak University, Kenya

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### Abstract

Mental health disorders, including depression, anxiety, and trauma-related conditions, represent a growing global public health challenge, affecting more than 970 million people worldwide. Despite increasing awareness of mental health concerns, significant barriers continue to limit access to professional support. These barriers include stigma, concerns about privacy and confidentiality, financial constraints, and inadequate mental health infrastructure. In Kenya, where fewer than 500 psychiatrists serve a population of over 50 million people, access to timely and affordable mental health services remains particularly limited. This paper presents the design and development of an anonymous online counseling platform aimed at addressing these challenges through accessible, secure, and user-centered digital mental health support. The platform leverages end-to-end encryption and WebRTC communication technologies to facilitate confidential real-time interactions between users, licensed mental health professionals, and trained peer supporters without requiring personal identification or data retention. By eliminating registration requirements and service fees, the platform seeks

to reduce psychological, administrative, and financial barriers that often discourage help-seeking behavior. The proposed model is grounded in principles of digital inclusion, confidentiality, and cultural responsiveness, making it suitable for populations affected by stigma, social vulnerability, or limited access to conventional mental health services. The platform is designed for scalability and adaptability within low-resource settings, with an initial implementation focus on Kenya. The initiative contributes to ongoing efforts to expand equitable access to mental health care and aligns with the World Health Organization's recommendations on digital health interventions and the United Nations Sustainable Development Goals, particularly those related to health and well-being. By promoting anonymous and secure access to counseling services, the platform has the potential to enhance early intervention, encourage help-seeking behaviors, and reduce the burden of untreated mental health conditions among underserved populations.

**Keywords:** *Mental health, digital counseling, online therapy, anonymity, mental health accessibility, Kenya, digital health innovation.*

### 3. INFLUENCE OF HYBRID WORK STRUCTURE ON EMPLOYEE MENTAL WELLBEING IN NON-GOVERNMENTAL ORGANIZATIONS IN NAIROBI COUNTY.

**Rina Muasya**

Affiliation:

Email:

#### Abstract

Hybrid work, characterized by flexible hours, remote arrangements, co-working spaces, and mixed models, has become increasingly common in today's workplaces, especially after the COVID-19 pandemic. This study aimed to assess the impact of hybrid work on employee well-being in Nairobi NGOs. Specifically, it examined the impact of flexible hours, remote work, co-working spaces, and mixed models on overall employee well-being. The study was anchored on Work-Life Balance Theory, Social Exchange Theory, Conservation of Resources Theory, and Self-Determination Theory, which collectively explain how work flexibility, support, resources, and motivation influence mental health. A descriptive research design was used to gather detailed insights from 40 NGOs in Nairobi County, involving 844 employees. Using Yamane's (1967) formula, a sample of 272 respondents was selected. Data were collected through structured questionnaires. Analysis included descriptive statistics (frequencies, means, and standard deviations) and inferential analysis using multiple linear regression. Results showed strong positive relationship between hybrid work and employee well-being, with a correlation coefficient of  $R = 0.805$ . The  $R^2$  value of 0.648 showed that hybrid work explained 64.8% of the variance in employee well-being. All elements of hybrid work had positive, statistically significant effects, with co-working spaces and remote work showing stronger impacts. The study concluded that the effective implementation of hybrid work models can significantly enhance employee well-being in Nairobi NGOs. It is recommended that NGOs adopt flexible policies, improve support for remote work, invest in co-working environments, and implement a balanced hybrid model to promote well-being. The study suggested future research across different sectors and regions to improve generalizability and deepen understanding of hybrid work practices.

**Keywords:** *Hybrid work structures, employee wellbeing, non-governmental organizations, Nairobi County.*

## **CONFERENCE ORGANIZING COMMITTEE**

1. Prof. Gladys Kiptiony
  2. Dr. Richard Moindi
  3. Dr. Peter Tanui
  4. Mr. Vitalis Kandie
  5. Dr. James Kay
  6. Dr. Catherine Cheruiyot
  7. Dr. Ednah Koskei
  8. Mr Patrick Wanjau
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# 16<sup>TH</sup> INTERNATIONAL RESEARCH CONFERENCE FOR THE SCHOOL OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES, 2026

## *Conference Theme:*

*Transforming Education for a Sustainable Future: Integrating  
Competency-Based Learning, Holistic Pedagogies, and Ethical  
Leadership in the Post-Modern Era.*



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

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