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The School of Education at Kenyatta University stands as a prominent institution dedicated to advancing pedagogical practices and preparing future educators and researchers. It offers a diverse range of undergraduate and postgraduate programs, fostering academic excellence and impactful research across various fields of education, significantly contributing to Kenya's human capital development.

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History of Primary Education

This book explores a range of issues in education and technology, and provides policy guidelines and strategies for those who have to make critical decisions about the use of technology in education systems and institutions.

Education in Kenya

Education as a process through which a society's way of life is transmitted to the incoming generation is interactive and takes place under different environments. Fundamentals of Sociology of Education with Reference to Africa is about processes, practices, and agencies involved in socialisation and education, particularly the ways in which schools, through their teachers, curricula and organisation, influence the young. Lucy W. Kibera is an Associate Professor of Sociology of Education at the University of Nairobi. She holds a PhD and a Master of Education from Kenyatta University; a Bachelor of Arts (Philosophy) and a Bachelor of Arts (Psychology), York University, Canada; and a Bachelor of Education, Makerere University, Uganda. She has authored several children's books and has served as Chairperson of Department of Educational Foundations, University of Nairobi and Dean, School of Education, University of Nairobi. Angnes Kimokoti has a PhD in Sociology of Education from Kenyatta University, Nairobi. She was a senior lecturer in the Department of Educational Foundations, Faculty of Education, University of Nairobi 1997-2002.

Issues in Education and Technology

North Pokot District falls into the pastoral livelihood zone and is prone to insecurity in the form of cattle rustling at most of its borders with neighbouring communities. The purpose of the study was to investigate how parents in conflict and arid zones balance between security and educational needs of their children with disabilities in North Pokot District, West Pokot County. The area of study was Kacheliba Mixed Integrated Primary School for the Physically Handicap (PH) in Kacheliba Division. The

findings indicated that the prevailing societal attitudes about disability arise from myth, superstition, and self-blame. The intensity of insecurity and cattle rustling influenced the decision to enroll, retain, cause closure of schools, and sometimes learners with disabilities drop out of school. There is, therefore, need to involve parents of children with disabilities in the provision of special education given that parental support is a critical ingredient in addressing insecurity concerns and fulfilling schooling needs of children with disabilities.

Education in Kenya

This book provides a reflective and historically situated analysis of the Kenyan Primary School Management Project (PRISM). This is carried out in the light of a broader international review of the theoretical and methodological literature relating to the role, and potential, of research and evaluation in the process of educational development. The case study of PRISM pays particular attention to the part played by collaborative and participatory research and evaluation in project development and implementation. The book is designed to be read on two main levels. Firstly, it provides a detailed, critical and empirically informed record of the Kenyan PRISM initiative. Secondly, the broader analysis explores implications for changing modalities of international development co-operation; for research and evaluation capacity building; for methodological and theoretical dimensions of development processes; and for the importance of comparative insights in understanding the processes and dilemmas of the international transfer of theories, policies and practices.

Kenyatta University News

Academic Paper from the year 2022 in the subject Guidebooks - School, Education, Pedagogy, grade: 78, , language: English, abstract: The study examined the factors affecting academic achievement in day secondary schools in Eldoret Municipality. In order to achieve the purpose of this study, six specific research objectives were addressed: to find out how day secondary schools students perform academically, to investigate whether day secondary schools have the required facilities, to find out the attitude of teachers and students towards day secondary schools, to determine challenges faced by day secondary schools students in attaining academic achievement and to suggest mechanisms for bringing about improvement in the academic performance of day secondary schools.

Report of the National Committee on Educational Objectives and Policies

The low demonstrable effect of education research done in South Africa in particular – and Africa in general – continues to be a problem in scientific records in the educational sciences. This scholarly collected work addresses this obstacle and focuses on recommendations from scholars in different sectorial categories in the field of education. Scholars from a variety of sub-fields within the educational sciences reflect on this particular matter, revisiting the history of research and research outcomes and offering informed recommendations based on in-depth investigation and analysis of aspects of the various discourses within the relevant sub-fields. The scope of the content of this collected work centres on the issue of the lack of scientific records concerning the scientific raising of the impact of education research. The book aims at making a specific contribution to the educational sciences by stimulating scholarly discussion around how to increase the recording of the significance of educational research done in Africa, and in South Africa in particular, and to redirect the research agenda into the direction of making more impact. Impact is conceptualised to mean both scholarly impact (that is being cited and being used as foundation for theory building and for further research) and practical impact (that is improvement of practice, teaching and learning in education institutions at all levels).

Kenya Journal of Education

The text provides a comprehensive survey of the basic knowledge and concepts in curriculum studies. It targets the three main aspects of curriculum as a discipline, namely: context, design and development. It will go a long way in filling the existing gap in the education literature in the Eastern Africa region.

Fundamentals of Sociology of Education

TOPICS IN THE BOOK Extent of Teacher Preparedness and Capacity to Implement Information and Communication Technologies in the Nepad E-Schools, Kenya Influence of Food Adequacy on Enrolment in ECE Centres in Turkana Central Sub County, Turkana County, Kenya Influence of Socialization on Academic Performance of Learners With Hearing Impairment at Inclusive Primary Schools in Kenya:

A Case in Thawabu Primary of Nairobi City County College Conversion Into Covid-19 Quarantine Center: Readiness of Students to Go Back to College Influence of Headteachers' Involvement of Female Teachers on Girls' Access to Public Primary Education in Garissa Sub-County, Garissa County, Kenya

Balance Insecurity And School Needs To Children With Disability, Kenya

This book examines the concept of the democratization of governance in universities in Kenya with particular emphasis on students involvement in governance processes and decision making. Data were collected from members of the student community utilizing a structured self-administered questionnaire and from purposively selected key informants and focus group discussants drawn from Kenyatta University (representing the public sector) and the United States International University (representing the private sector). The guiding argument for the study was that shared governance, one of the principles of good governance, is critical in enabling the universities to deliver their visions and the missions effectively. The results revealed that while in principle, Kenyan universities have embraced democratic governance in which all stakeholders, including students, have a role to play, in practice they continue to violate the core principles of good governance, particularly shared governance. Specifically, students, who are major stakeholders in university education, are largely excluded from significant structures of governance thereby limiting their influence and participation. Although their representation is mainly provided via student self-governance organs (unions, associations and/or councils), their effectiveness is undermined considerably by the lack of trust and confidence of the student body and the unending manipulation by top university administrators and external political actors. Student active involvement in decision making is mainly confined to lower levels such as the school/faculty and departmental/programme. The authors call for a paradigm shift in the involvement of students in the governance of universities in ways that discourage the current culture of tokenism and political correctness that characterizes public and private universities in Kenya.

A Study of Women's Access to Higher Education in Kenya, with a Special Reference to Mathematics and Science Education

Considers how the quality of education at primary level may be improved in developing countries where aspirations are constrained by limited resources. The authors focus on Kenya, Lesotho, Indonesia, Nepal and Malaysia, to illustrate problems and possibilities of qualitative improvement.

Research and Evaluation for Educational Development

Scholars, especially those interested in understanding how leadership has inhibited academic freedom and hindered effectiveness of institutions of higher learning have for long been engaged by the very important manner in which governance and leadership of higher education institutions in Africa is constituted and managed. The fact that there has been a dearth of work based on the experiences of those who have served as university leaders has created a major gap. Questions remain on how leaders of higher education institutions are identified, how they are prepared, the personal predispositions that individuals bring to the exercise of such positions and their personal experiences regarding what energizes or inhibits the performance of their work. Until recently, presidents in most African countries served as chancellors of public universities, identification of those who served as university leaders was largely a political process. But much has changed, with most countries establishing oversight bodies and the overall governance of higher education institutions divorced from the day-to-day political processes. Trails in Academic and Administrative Leadership in Kenya provides a personal account of the experiences in higher education leadership from an individual whose tenure in leadership straddled the two eras. In this book, Prof. Michieka provides an account of how his early education prepared him for roles in academic and institutional leadership in Kenya. The author shares his experiences on the trails he had to navigate as an academic, a vice-chancellor and a chairperson of university council at a time when universities in Kenya were transiting from extreme government administrative control to a greater degree of operational autonomy. Readers will find in this work thought-provoking insights on how leaders of higher education institutions in Kenya have had to balance between demands of the political system and the need to safeguard academic traditions in the everyday management of the institutions.

Women's Education and Roles in Kenya

Seminar paper from the year 2019 in the subject Pedagogy - School System, Educational and School Politics, grade: A, Kenyatta University, language: English, abstract: Curriculum is one of the most important elements of education system. A curriculum is essential in planning the education process and procedures such as terms, sessions and lesson periods over a given period of time. In general, a curriculum encompasses a continuous chain of activities required to translate the goals of an education system into specific activities, materials and observable behavior changes. In other words, curriculum is a set of interrelated plans and experiences that students must complete under the guidance of the school or early childhood settings. Some studies defined a curriculum as the sum of all student experiences within the education process. In this regard, curriculum consists of the interaction between students and the instructional content, materials, resources and processes in a manner that can assist in evaluation of education goals. In most cases, curricula are standardized and incorporate high level of autonomy of the learner and instructor. Most countries around the world including Australia have a curriculum that is used to act as a guide in primary and secondary education. Specifically, Australian curriculum can be described as a national curriculum used by all primary and secondary schools to realise progressive development, review and implementation of education activities and processes in Australia. Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent body tasked with the development and review of the Australian curriculum. Currently, states and territories of Australia are engaged in implementation of various aspects of Foundation to Year 10 part of the curriculum. The curriculum contains expected performance outcomes and content for all Australian teachers and students. It also provides various strategies and tactics that can assist in delivering the objectives of education as well as behavioral changes which are necessary in acceleration of student learning. However, effective implementation of the curriculum can face numerous opportunities and challenges which significantly impact on the expected outcomes.

Philosophy of Education

Participation of women in education, and in science education in particular, is one key concern in developing countries. This concern arises from the fact that women constitute more than half the population and contribute enormously to the socio-economic development of these countries.

Publication List and Catalogue, 1975-1997

Challenging Inclusive Education Policy and Practice in Africa explores notions of inclusion and inclusive education across a range of countries in Africa, from local and international perspectives.

Factors Affecting Academic Achievement of Secondary School Students in Eldoret Municipality, Kenya

This encyclopedia is the most current and exhaustive reference available on international education. It provides thorough, up-to-date coverage of key topics, concepts, and issues, as well as in-depth studies of approximately 180 national educational systems throughout the world. Articles examine education broadly and at all levels--from primary grades through higher education, formal to informal education, country studies to global organizations.

Improving Teacher Effectiveness in the Schools of Kenya

Education in Eastern Africa