

# University Education and Transformation of Modern Africa: The Case of Teaching and Training Students in Kenyan Universities

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**Abstract:-** From the colonial era, university education in modern africa has been held in high esteem .It has been designed and practiced as an elitist, exclusive and special form of education intended for the selected few in the society. The emphasis in this form of education has been on academic development at the expense of other aspects of education like technical and vocational education. The focus has been on preparation and production of skilled man-power to foster the desired development in this continent (Ominde, 1965). However, for university education to efficiently and effectively play this role of development in modern africa, it must be properly managed including the process of competent teaching and training of students at university level. This is the focus of the present paper that is designed to examine strategies of administering university education in modern africa and especially in Kenya. That is whether these are facilitative enough in preparation and production of graduates who can promote the transformation of this continent. Specifically, the paper discusses the nature of university education; the need and role of this form of education in the development of modern africa; the adopted principles and practices of administering university education in africa and especially modern Kenya; the required facilitation for conducting efficient teaching and training of university students in modern africa to play the facilitative role of developing the continents; the challenges of teaching and training university students to play their expected roles in the development agenda of this continent and especially Kenya and, the preferred approach and/or best strategies of preparing university students to promote the transformation/modernization of the african continent and especially modern Kenya.

**Keywords:** - Development, Modern Africa, Teaching and Learning, Transformation/Modernisation, University education, University students.

## I. INTRODUCTION

University education is a special programme of education in the society. It is a programme of education that is held in high esteem. More often than not this programme is designed and administered as an elitist, exclusive and special education for the selected lucky few in the society (Babiha, 1969). For a long time, this form of education was very much restricted. Education just meant for the outstanding performers in academic work. This consideration is not withstanding a number of factors that affect students learning including maturation. Consequently, this has created a wrong

impression of the meaning of university education in modern africa and especially Kenya. The widely held belief is that university education is for “ a special kind of people” in the society! Therefore, the first part of this presentation is to demystify university education in the african context. That is, this portion of the paper will focus on the nature (concept) of this programme of education. The discussion and/or consideration of the paper will also be given to the need for and role of university education in the development agenda of the society. This discussion will be followed by the designed, developed and adopted principles and practices of administering university education in modern africa and especially Kenya. Then attention will be given to the required facilitation for efficiently conducting university education in modern africa especially the teaching and training of students at university level, the challenges of teaching and training of university students to play their expected role in the development agenda of the african continent and especially Kenya and, the preferred strategies of preparing university students for their role of promoting transformation/modernization of modern africa and especially Kenya.

## II. UNIVERSITY EDUCATION IN AFRICA

Modern university education as practiced today in africa was introduced at Timbuctu in Mali in the fifteenth century (Hughes, 1903). This development was to be followed by the establishment of universities in Egypt in North Africa (Cairo), Nigeria in West Africa (Lagos), Uganda in East Africa (Makerere) and many others in Ghana in West Africa (Legon), Senegal and so on. These university establishments were designed and modeled on the Western European university education structures that have always emphasized academic development. This form of education laid the foundation for the essentials of development in the society namely, creativity and innovations. The main features of this programme of education in modern africa include the following

- It has been elitist in nature since its inception in Timbunctu in Mali in the fifteenth century. It is usually designed and administered for the selected few in the society normally those who have

“excelled” in school leaving examinations. This is what has made this education to be characterised as exclusive, elitist and special.

- The design, development and administration of university education in modern africa has been for a long time alien to the needs of this continent as asserted by Ssekamwa (1970). The designed and pursued curricula are not indigenous to the needs and interests of the african people. Therefore, universities in modern africa have been preparing and producing graduates who are and can not perform well in the african setting. These graduates “strangers” to this continent.
- The universities established in modern africa are more often than not “islands” in the societies they are normally located in. Most of them have little connection/association with the communities that surround them. Hence the reference to them as “Ivory Towers” (Okot-Bitek, 1968; Chinua Achebe, 1968). Consequently, these institutions have added, if any, very little value to the transformation/modernization of the neighbouring communities.

The above features of university education have persisted in modern africa especially in Kenya till recently when some effort is being made to reverse the situation (Commission for Higher Education-CHE, 2008). The emerging reviews/reforms in the structures (curricula, policies, procedures ....etc) and governance (management systems) are little and not visible at all. These institutions still reflect and practice traditional Western European university education structures, traditions and practices.

Consequently, the established universities in modern africa and especially Kenya have had little impact on the set development agenda of this continent. This is the brief of the nature of university education as designed and practiced in modern africa before and after independence in the 1960’s and more so in Kenya. In other words, university education so far conducted in modern africa has not been relevant to the needs of modern africa as pointed out by the Commission for University Education (C.U.E.) of Kenya (Mukhwana et al, 2016) and Organisation of African Unity-OAU 1963).

### III. THE NEED AND ROLE OF UNIVERSITY EDUCATION IN MODERN AFRICA AND ESPECIALLY KENYA

Education is a critical component of the development of the society. Kirsh (2014) in his discussion on “the bias against innovation” argues that university education normally prepares critical masses for development and adoption of and adaptation to new ideas and technological developments. That is, university education prepares the society for the generated creativity and innovations in the society through the research work and university teaching and training processes. This is

the same argument advanced by Kafu (2016) in his paper on the role of research in the development of modern africa. Therefore, university education is needed for transformation/modernization of modern africa. Implicit in this view is the role of this programme of education in the development of this continent as stated by Sifuna (2006) in his paper on access, equity, equality and quality in education for development in modern africa.

Sifuna (2006), Hughes (1903) and King (1961) aver that education and especially university education has the potential to initiate, develop and transform the status of the society. In the case of university education, this is done through the design and administration of relevant research that provide the essential in-puts for development of the society. Among these in-puts are new ideas (knowledge), skills and the required attitudes for meaningful development in the society especially in modern Africa.

Besides, adopted strategies of teaching and training university students are the best means of preparing and producing the required skilled man-power for development of the society (Ominde, 1965, Delors, 1996). This is because through this process the desired (relevant) competencies are initiated, designed and developed in the graduates who can utilise these competencies to promote the development (transformation/modernization) of the society and especially modern africa. If the process of teaching and training is ethically conducted then there is a likelihood of preparing and producing responsible, disciplined and focused graduates with integrity that can spearhead the required development in the society.

Further, university education by its nature introduces and sustains the process of globalization in the society. Bingham and Sidonkin (eds)(2004) in the work on “No education without relation” argue that university education introduces and promotes internationalisation perspectives in the society. Modern africa needs this experience if it has to fairly compete and compare itself with the rest of the world in international affairs. This is what Karanja (1978) advanced when he talked about the development of education in Kenya this century (20<sup>th</sup> C) and beyond. Today this is the aspired for development world wide.

Besides, university education has long been considered as the bastion of creativity and innovations in the society. This is facilitated through focused teaching and training programmes conducted at university level by experienced teachers as well as exposures of students to academic work like fieldtrips/visits and industrial attachments. Postman (1992) is candid on this role of education in the transformation of the society in his work on “the end of education; re-defining the value of school.” Although the work of Postman (1992) focuses on school education but the same could apply to the administered university education in the development of the society. Fullan (1991) was even more assertive on the creative and innovative role of university education in transformation of the society

and especially modern africa than Postman (1992) in his work on “the new meaning of educational change”. According to him education develops the potential of individuals in the society for the benefit of the public good including reforming the society.

Finally, the role of university education in the society is to create opportunity for developing cohesion and integration in the society. In other words, education develops, promotes and fosters nationhood and national unity in the society (Ominde, 1965). This is because through this form of education students, who eventually form the critical masses of the society, learn life skills of co-operation, tolerance, understanding, respect, integrity and leadership qualities that are essential for creating the desired society (Kafu, 2015). Modern africa needs such development given its past turbulent and chaotic history. However, the realization of such an ideal society can only occur when what Hallock and Poisson (2007) advised in their work on “corrupt schools, corrupt universities. What can be done? “ is heeded by all education administrators. This requires proper design and use of well intended principles and practices in management of university education in the society including the teaching of courses on ethics (C.U.E, 2017). The required Principles and Practices of administering university education are briefly discussed hereinbelow.

#### IV. DESIRED PRINCIPLES AND PRACTICES OF MANAGING UNIVERSITY EDUCATION IN MODERN AFRICA AND ESPECIALLY KENYA

This refers to the guidelines needed for the design and administration of university education in modern africa and more so Kenya. The main Principles and Practices of managing this programme of education include the formulation and use of clear political and education philosophies; practicing the principles of equity, equality, quality and access by all in the society to this form of education as advocated by the Jomtien convention (1990) and Sifuna (2006); the need to plan adequately for the administration of university education in this continent; provision of the necessary facilitation for the design and administration of this programme of education in modern africa especially in Kenya; developing and engaging collaborations/co-operations/partners with like minds in the administration of this form of education around the world and, assurance of total commitment to the development and administration of the university education by all the significant stake-holders in education. Kigundu (1970) says without consideration of all these stated principles and practices of managing education in modern africa, no tangible results can be realized.

Political and educational philosophies are important guiding principles in the design and administration of university education in the society including modern africa and Kenya respectively. Political and educational philosophies are normally statements of intent and do provide direction in how

the desired education should be designed and administered in the society. The two entities also define the parameters of the university education to be conducted for the society. These parameters include the purpose and objectives of the education to be designed and conducted pegged on the needs and aspirations of the society. Conventionally, political philosophy focuses on the political programmes the society wishes to develop and manage and, more importantly, what the created society would like to be like in the long run! But educational philosophy simply focuses on the role of education to be designed and administered in the development of the society. Generally, the two philosophies are functional in nature (Kafu and Nasimiyu, 2014; Kafu, 2017).

UNESCO (1978, 1983, 2006) and the Jomtien (1990) conventions have called for access equity, equality and quality in education by all members of the society without discrimination and/or segregation. In the case of Kenya, the Ominde Education Commission of 1964 (Ominde, 1965) outlawed all forms of discrimination and/or segregation in education after independence of Kenya in 1963. All factors being equal, all Kenyans should access university education with equal opportunity without being discriminated against on the basis of colour, greed and/or social status. This is the guiding principle in the design and administration of university education in this country though in practice this is not the case because of some political-socio-economic factors. But ideally, Kenya being a signatory to the International Conventions of 1949 (UN, 1949) on Human Rights, UNESCO (Child’s Rights (1985) and Jomtien (1990) Conference on Education for All (EFA) and. Sifuna (2006) on equity, equality, quality and access in education underscores the need to functionalise this principle and practice for fast-tracking of development in modern Kenya.

The major handicap/impediment in the administration of university education in modern africa and especially Kenya is the provision of relevant and essential facilitation like finance, facilities and resources, expertise and technical and logistical support for the management of this programme of education. Wilkins (1975) raises concern about the limited facilitation for development of education in Kenya including lack of commitment by significant stake-holders in education. This situation has tended to compromise efforts to promote equity and quality of the provided education including university education in this country. But facilitation as a component of administration of education is a UNESCO (1970) requirement when managing education in the society which has remained a persistent and nagging problem in the administration of university education across the african continent (Okori, 2016). This has been an elusive pursuit.

The other critical principle and practice of managing university education in modern africa and especially Kenya is developing, establishing and using collaborations as a tool for broadening the scope of the administered university education and promoting the quality of this education in this country. Collaboration is the process of seeking, identifying and

establishing working relationship with individuals, institutions and/or organizations of like minds or similar interests in the design and administration of university education for developments in the society. This principle and practice may involve collaborations between and among institutions of higher learning and/or organizations within or without national boundaries. The use of collaborations/partnerships/co-operations as a strategy in the development of university education was mooted, for the first time, at London School Economics in Great-Britain in the eighteenth century and has taken root in the administration of university education globally (Hughes,1903). In Kenya, Moi University did aggressively utilise this strategy to develop and strengthen its innovative academic programmes in Schools of Medicine, Public Health, Laws and Business Management as from the late eighties (1980's). The purpose of this principle and practice of developing and administering university education in the society is to internationalise/globalise/universalize this education (Kafu, 2011), strengthen/promote the quality of the administration of university education in the society (Commission for University Education-CUE, 2017), and create opportunities for sharing experiences, technologies and knowledge concerning this form of education. While this principle and practice may be institution-specific, it requires some total commitment from all the stake-holders in university education especially states/governments. This point leads to the next principle and practice of administering university education in the education in the society and especially modern africa which is the expected commitment to the development of university education in the society.

#### V. COMMITMENT BY SIGNIFICANT STAKE-HOLDERS IN THE ADMINISTRATION OF UNIVERSITY EDUCATION IN MODERN AFRICA

This Principle and Practice of administering university education in modern africa and especially Kenya involves getting assurance of support from the critical players in this form of education. Among the significant stake-holders in university education development in modern africa and especially Kenya are the general public, the state/government, teachers and students. This commitment could take the form of finance, policy formulation, development of facilities and resources for use in the administration of university education in the society, moral support, technical and logistical support and development and availability of expertise. Bala (2011) in his work on "Challenges of Higher education in Twenty first (21<sup>st</sup>C)" points out that lack of commitment by stake-holders to the development of education is one of the weakest links in administration of university education globewise.

All these presented principles and practices of designing and administering university education in the society usually determine the quality, focus and impact of this form of education on the nature and quality of development in the society. Specifically the design and implementation of these Principles and Practices determine the quality of teaching and

training university students get at university level for their participation in the development of the society. However, before discussing the process of teaching and training university students, there is need to examine the needed facilitation for efficient administration of university education in modern africa.

#### VI. REQUIRED FACILITATION FOR EFFICIENT MANAGEMENT OF UNIVERSITY EDUCATION IN MODERN AFRICA

This section of the paper discusses the required support to facilitate efficient management of university education in modern africa and more so in Kenya. This support may be of administrative, structural, technical and logistical form, commitment from stake-holders in university of education, and cultural practices A combination of all these types of facilitations promotes the quality of the administered university of education in the society for development. The role of each of these aspects of facilitation is now discussed.

Management of university education in the society and especially a developing society like Kenya is complex and demanding. This process requires development and use of well designed operational systems, structures and commitment. It also involves proper identification, selection and recruitment of the right caliber of personnel to operationalise the established systems and structures so as to effect the required quality of university education in the society. Among the structures to be developed and operationalised are the philosophy of university education in the society and the guiding principles of managing this programme of education.

Besides, there should be policy frame-work that the management of university education in the society is based on. It is the formulated policies that determine the nature and structural and systems designs of managing this form of education in the society. Among the structures born out of the developed policy frame-work are administrative, fiscal, technical and logistical structures and/or systems of conducting university education efficiently in the society. The formulated policies for management of university education in the society should reflect, express and manifest the needs and aspirations of the society concerning the role of education in its development agenda and also the expectations of the international community concerning the development and administration of education as articulated by UNESCO conventions of 1973, 1978, 1985 and 1990 (Nafukho et al-eds, 2014).

Further, it is necessary to develop and use technical and logistical support in the development and administration of university education in the society. By nature, university education is both skill-intensive and resource-intensive. Its management requires specialised expertise, development and use of a large variety as well as quantity of sophisticated facilities and resources and well established and managed information systems. These packages must be readily

available for efficient management of university education in a modern society like Kenya's. This is what Mbeseha (2014) advocates for in her discussion of "organisation and governance of african universities: The case of cameroon"!.

An equally important factor as facilitation of developing and managing university education efficiently in modern africa and especially Kenya is the commitment of the stake-holders in this process. As King (1961) points out in his work on "Education, Society and Development in Africa", the state/government is the key stake-holder in the development and administration of education including university education in the society. The state/government is supposed to design and develop political philosophy from which the educational philosophy is derived. Besides, this institution is responsible for developing and administering relevant policy frame-work for governing management of university education in the society, finance the process of developing and managing this programme of education in the society, development and supply of the required facilities, expertise, and resources for managing this education programme in the society as well as mobilizing resources and support for administration of this mode of education.

Although the discussion of cultural facilitation of the development and administration of university education in modern africa would have perfectly fitted under the discussion of the technical and logistical support for this programme of education, it is pulled out here for emphasis. From the discussion of the nature of university education in modern africa, it is apparent that this education is considered alien/foreign in its character in africa. Therefore, to endear this programme of education to the people of modern africa and more so Kenya, there is need to customize and/or localise it to the culture of these people in order for this education to respond to their needs and/or aspirations. The starting point should be the development of relevant national and institutional philosophies of this form of education like the one dearly cherished by Makerere University in Uganda. We build for the future" (Babiha 1969). In addition, the designed, developed and administered programmes of university education in african universities and especially those universities of Kenya should be customized or tailored to serve the needs and interests of modern africa but working in close relationship with international requirements of managing university education in the society. This is what is advocated for in "Quality Manual: Senior Members Handbook" (University of Professional Studies, Accra-UPSA, 2015).

The foregoing presentation provides a proper basis for discussing the issue of Teaching and Training of students in Kenyan universities for development of modern africa in general and especially Kenya.

## VII. TEACHING AND TRAINING OF STUDENTS IN KENYAN UNIVERSITIES FOR DEVELOPMENT

The main pre-occupation of universities as educational institutions in the society is to teach and train students for careers/ professions, conduct research to promote the quality of education and life in the society and provide community service at local and international levels. These can be said to be the cardinal functions of university education in the society. Whereas the three functions and/or roles of this form of education in the society are more or less given equal treatment, teaching and training of students at university level is the most critical component of university life. In fact, research work and provision of community service are derived from or based on the teaching and training structures and/or programmes of the university.

Generally, teaching and training is a crucial aspect of managing university education in the society. It is usually the process and practice that is designed and conducted to prepare and produce the required skilled man-power for promoting the planned development programmes of the society and ensuring self-sustenance and/or survival of university education in the society. Normally this process is rigorous and quite demanding. It requires well designed operational systems, practices., facilitation, technical and logistical support and highly qualified and motivated staff. Therefore, there is need to organise and administer this programme of education competently in the society.

The traditional practice of teaching and training of students in universities including those of East Africa and Kenya specifically, has always been characterized by delivering whole class lectures, holding small groups/tutorials, conducting seminar sessions in which students are required to prepare and present seminar papers, participation in field trips/visits and industrial attachments/Teaching Practice exercise or Practicums in selected university programmes, internships and pupilage to thoroughly prepare and cure students in the theoretical and practical areas of the relevant careers/professions they are being prepared for. The products of this practice of teaching and training of students at university level have always been characterized as competent, highly motivated and reliable graduates to carry out their assignments with commitment in the society.

Besides the above, the academic and support staff that interacted with students at university education level during this period, were individuals who had grown up in the culture/practices, traditions, ethos and principles) of university life. Conventionally, academic staff entered the teaching and training programmes either as graduate assistants/Tutorial fellows (the lowest rank in the academic division of university education) and grew through file and rank up to the highest level of Professor. This practice enabled the staff to learn, understand and practice the established systems, structures, traditions, ethos and expectations of the universities they served in. This development created the long cherished and

observed feature of the traditional university academic calibre of staff having strong/ allegiance, attachment to and pride in the institutions they served or worked in. Hence, the origin of this label of the “Professor of the University” in Kenyan university establishment. In the case of support staff (administration, finance, transport, security and central services), the recruitment of staff was conducted from the civil society and or/from within the university establishment. This personnel was properly trained and/or prepared by very experienced individuals in university education practices, ethos, traditions, systems and structures. Like their counterparts in the academic division, they also grew through file and rank from the junior positions to senior ones but along the administration operations line. Though structured differently as Academic and Administration Divisions, there was usually good synchronization/harmonization of the two cadre of university workers to promote the quality of university education designed and offered (Sikalieh, 2014)

The designations of the university staff and/or officers were also well structured. In the administration line up there was the Chancellor of the university which is more or less a ceremonious, titular position, Chairperson of the University Council who presides over the appointed university Council then there is, Vice-Chancellor/Principal of University Constituent College, Deputy Vice-chancellors (Academic, Administration & Finance, planning, ..Etc), Registrars (Academic, Administration and Finance, Planning, ..etc) and then the sub-ordinate staff working under the Registrars. In the Academic Division, the head is the Deputy Vice-chancellor (Academic), under which are the Deans of Faculties/Schools, Directors of the approved sections of the university functions, Heads of Department, Co-coordinators of the established university activities (Time-tabling, Examinations, Research, etc), Professors and Lecturers of the university. This structure, traditionally ensured there was no conflict of interest and responsibility between and among the Academic and Administration Divisions of the university education management systems. In line with the traditional philosophy of university education that it largely belongs to the Students and Academic staff, the staffing ratio in university including the constituent colleges of the defunct University of East Africa has always been 2 to 1 in favour of the academic (teaching) staff (Mukhwana et al, 2016). Hence the reference to university administration staff as support staff to facilitate the promotion of the core functions/pre-occupations of the university which are teaching and training research and provision service to the community.

For the purpose of promoting the quality of teaching and training of students at university level, students enrolment has always been controlled to manageable levels. Class sizes have been traditionally between 20-50 students and lecturer-student ratio has been maintained 1:20-30 (Mukhwana et al, 2016; University of Professional Studies, Accra-UPSA, 2013). This feature ensured that lecturers in the universities had closer contact with students they taught and trained; designed,

conducted and supervised students work-competently and efficiently mentored the students for their future careers/professions as required/expected by the society.

#### VIII. FACILITATION OF MANAGEMENT OF UNIVERSITY EDUCATION IN MODERN AFRICA AND ESPECIALLY IN KENYA

This facilitation includes commitment of the society to the development and administration of university provision of education, development and availability of relevant facilities and resources, of technical and logistical support to facilitate the management of this form of education in Kenya. Currently this facilitation is somehow inadequate and limited (Kafu, 2017).

At independence of East African countries, facilitation of development of university education was not a big deal. All the three countries of East Africa (Kenya, Uganda and Tanzania had one university, the university of East Africa (UEA) with a clear philosophy “education for preparation and production of skilled man-power for development of the region” (Lule, 1968). This philosophy provided the basis for massive and focused good will from partners in development of university education. Funds were availed from United Kingdom and other Common wealth countries like Canada, Australia and the Far East Asian countries; expertise was developed and availed through the effort of World Bank to support the development and administration of university education (World Bank, 1965) and there was commitment of the development of university education by the three countries of East Africa (Kenya, Tanzania and Uganda (Transition, 1970). At the time, funds for university education were easily available. Consequently, management of university education in this region of Africa was not an issue, the main issue was how to utilise the available funds which was more than enough!. There was adequate funding for development of university education from the international community, development partners and the internally (East Africa) generated funds. This facilitated the development of the required facilities and resources for administration of this form of education and it also guaranteed development of quality university education.

Further facilitation of the management of university education in East African region in recent past has been in the form of technical and logistical support provided by the United Kingdom and British and Commonwealth fraternity. The designed, developed and used policies, administrative structures and systems for managing university education was patterned on the British universities structures, traditions and practices especially those of the University of London, the parent University of the University of East Africa (UEA). The human resource deployed to manage university education then in Eastern Africa was either drawn from the West and/or British Empire and Commonwealth countries and/or seconded to the University of East Africa and thereafter when this institution broke up into national universities of Makerere in

Uganda, Nairobi in Kenya and Dar-es-salam in Tanzania. This was a seasoned, experienced and highly motivated crop of career university education administrators with the ability to develop and manage academic programmes and the university education management systems. Hence the practiced high quality university education in East Africa. This is the type of university education the established national universities of Dar-Es-Salaam in Tanzania, Makerere in Uganda and Nairobi in Kenya inherited at independence but this lasted only a short time. The appointment of the first Vice-Chancellor of the University of Nairobi in 1971, the establishment of Kenyatta University College as a constituent college of the University of Nairobi in 1972 and Moi University as the Second University in Kenya in 1984 revolutionarised the established university education management systems and structures in Kenya.

The establishment of Kenyatta University College in 1972 and the appointment of the late Josepat Karanja as the pioneer Vice-Chancellor of the University of Nairobi in 1971 set in the widely practiced politilisation process of university education in Kenya. It was the beginning of the sad impunity feature in the administration of this programme of education. The pioneer Principal of Kenyatta University College, Mr. Koinange was a holder of a Diploma in Education certificate from Makerere University College when, traditionally and conventionally, the Principal of this newly established institution should have been appointed from among the senior academic staff of the University of Nairobi since this institution was an affiliate of the latter (university of Nairobi). Consequently, this was considered as an irregularity if not an affront to the established practice and traditions of the university education management in Kenya. The appointment of Josephat Karanja as the first Vice-chancellor of the University of Nairobi in 1971 also generated the same sentiments among the senior academic staff members of the University of Nairobi especially the Professors of the university. They felt Karanja, who was by then Kenya's High Commissioner in the United Kingdom (UK) was an "outsider" because he had not been picked from among them. This was considered an affront to the status and dignity university education appointments practices. Besides, these senior academic staff regarded Karanja as being too junior in status to be appointed a Vice-chancellor. This is because when he was appointed to serve in his political position as Kenya's High Commission in 1964 he had been teaching as an assistant Lecturer in Makerere University College. Two things were read in this development in the management of university education in Kenya namely, Political interference and impunity of the highest order let alone ethnicity/tribalism factor in the whole scenario. In fact, these actions set in a very bad precedent in the management of university education in this country that has affected the quality of teaching and training activities in Kenyan universities. This development confirmed King's (1961) fears that politicization of education in modern africa will be the beginning of chaos in

administration of education including university education, a fact that has now come to pass.

The establishment of Moi University as the Second University in Kenya in 1984 ushered in totally new developments in management of university education in Kenya. This development introduced American and Canadian fashion of university education. The institution introduced new administrative structures, staff appointment and recruitment practices, the development and use of the required facilities and resources for conducting academic programmes as well as students enrolment practices. The development and practice of these features in university education were a big departure from the established principles and practices. For example, in administration Moi university replaced the positions of registrars with Chief officers (Academic and Administration); traditional administrative structures like Faculties were replaced with new establishments like Schools (which was anomalous) and a totally new academic position of Associate Professor in the history of university education in East africa was created. The recruitment of staff was also a big departure from the established traditions and practice. The university recruited most of its staff from outside Kenya, civil service and secondary school sector. This was inconsistent with the established practices in recruitment process in the university of East African.. Besides, Moi University was established without the availability of the essential facilities and resources for conducting academic programmes and providing administrative services. For the first three years of its establishment (1984-1987) students were taught under trees, the initial batch of students were bused forty kilometre away from the institution; the university was managed from Nairobi and Eldoret towns and the skeleton staff was operating from Hotels in Eldoret Town and were shuttled every day from this town to the university campus. The University was the pioneer in designing and developing the Privately Sponsored Students Programme (PSSP) in africa in 1989. Initially PSSP programme was called "Parallel" degree programme but because of the bad connotation associated with this naming, it was hastily changed to PSSP. But because of technical hitches, Moi University was the third institution to mount PSSP Programme in East Africa after Makerere University in Uganda and Kenyatta University in Kenya which had accessed the drafts of the proposed PSSP Programme from Moi University in 1990 and 1991 respectively. All these developments have had adverse impact, repercussions on the design and development of university education and the management of teaching and training programmes in Kenyan universities and therefore, caused serious challenges in the management of university education in this Country as pointed out by the Inter-University Council of East Africa in 2007 (IUCEA, 2007) and the Commission for Higher Education in 2008 (CHE, 2008) and the Commission for University Education in Kenya in 2017 and 2018 (CUE, 2017, 2018) respectively. All these developments in management of university education have negatively impacted on the preparation of students at university level for various

careers/professions in Kenya. Hence affecting the development of Kenya as a country. These developments that were born in Moi University have spread to other universities established thereafter and even the University of Nairobi that had initially resisted them. This is what made Tuitoek (1996) to lament that Kenyan universities were producing “half-baked” graduates!

## IX. CHALLENGES OF TEACHING AND TRAINING OF STUDENTS IN KENYAN UNIVERSITIES

Challenges are usually the emerging issues and the associated problems that affect the management of university education in Kenya and more so the teaching and training component of this education sector (Kafu, 2012). These challenges may be anticipated, imagined and/or real in nature. Generally, the challenges that are influencing the design, development and administration of university education in Kenya can broadly be categorized as technical, logistical and facilitative. However, under each of these categories of challenges, there are a number of micro- issues of interest to university education as discussed here in below.

### 1. *Technical Challenges of Managing University Education in Kenya*

This category of challenges of managing university education in Kenya concern issues like the political and national education philosophies, university education policy framework in Kenya, the existing and required expertise for managing university education in Kenya and the emerging issues in university education including technological developments in Kenyan university education society and elsewhere in the world. Each of these aspects is briefly discussed as follows.

#### *Political and national education philosophies*

These are critical in the development and creation of the character and/or culture of the society. These philosophies normally provide the basis for developing and administering the political programmes including education. In Kenya, the functional political philosophy and national education philosophy ceased to be functional in 1979 when the country abandoned the “harambee” political philosophy on which the national education philosophy had been long pegged on. The two philosophies, political and educational, focused on the development of humanistic and progressive society in Kenya through solidarity and collegiality (“harambee”). This was well demonstrated among the University of Nairobi students. They always referred to each other as “comrades” or “Sisi” in Kiswahili translation. However, after 1979, there have been no clear political and national education philosophies that could prepare the people of Kenya for ‘what they believe in “as a society and what type of society they would like to be” “what they believe the designed and conducted education can do for them as a people”. In other, words Kenyan society and education sector, philosophically, have been operating in a vacuum or “wobbling” manner!. The focus from then has been

on “certification” and/or academic development and nothing else. Interestingly since 1962 when the University of Nairobi of Nairobi College (UNC) of the University of East Africa (UEA) was established as a Constituent College of the University of East Africa, no Kenyan University has developed, established and operationalise an institutional philosophy comparable to that of Makerere University that reads as “*we build for the future*” which emphasizes development and practice of ethics in students, It becomes difficult to prepare the students for careers/professions because they do not know what to believe in as individuals, what their institutions stand for in Kenya’s development! (Kafu, 2011)

The importance of political, national education and institutional philosophies in the design and development of university education is that they are the determinants of the operations of a university as an educational institution in the society. Consequently, Kenyan university students do not appreciate/understand why they are in the universities they were admitted in rather struggling to obtain the “white papers” called degree certificates!.

#### *National Education and Institutional Philosophies*

This is related to the above discussed political, national education and institutional philosophies. These philosophies are the basis for development and use of its policy framework. The policy framework is supposed to govern the design, development and administration of education including university education in Kenya. Due to lack of clear national education philosophy, the management of education in the country especially university education has been haphazard. The responsibility of management of university education has been delegated to the Commission for University Education which acts as a regulatory body, determinant of the programmes to be designed and conducted by universities and it also serves as quality control assurance of university education institution in the country. The Ministry of Education through the Director of Higher education which should be directly in-charge of education has been rendered irrelevant! Hence, the development and formulation of the policies governing the management of university education has been delegated to and left in the hands of the Commission for University Education in Kenya which has often been staffed with former Vice-chancellors, and more or less non-educationalists and/or in experienced educationists. This feature is increasingly affecting the quality of teaching and training of students at university level since the lecturers are more often than not intimidated by the Commission for University Education through its operations.

#### *Recruitment and Promotion of staff at university level*

This is a real serious problem regarding the development and use of expertise in Kenyan universities for teaching and training students. Since the establishment of Moi University in 1984, the recruitment of both academic and administration staff has been totally out-of-tune with the established practice



of conducting staff recruitment in universities in Kenya. Universities no longer seek and develop their own staff. They go for personnel who have either been rejected by other employment agencies or immature and inexperienced individuals from the school systems, research institutes,...etc who have little or no understanding of the university education principles and practices, traditions and ethos. Consequently, more often than not the academic and administration staff in Kenyan universities do not get on well. This is because the cherished criteria of competence and expertise when conducting the recruitment process have been abandoned politics is the major player in this operation today. This development has created conflicts and unnecessary tensions between the academic and administrative staff and between these two and the students! The consequence has been poor working relationship between and among these three groups of university community. Hence affecting the quality of teaching and training of students at university level. Besides, the staffing level is quite thin on the ground in nearly all universities in Kenya because of the unplanned expansion of university education in the country and the massification in this form of education in terms of students enrolments and over-employment of support staff. This has created over-loads for academic staff who are expected to prepare and produce competent graduates to serve the country in all aspects of development.

### *Emerging Technological Developments in university education in Kenya*

Modern university education worldwide is heavily technologised (Kafu, 2017). The emerging in education are rapid and money. These developments are usually new, rare to come by, sophisticated and costly to acquire. Therefore, the university staff especially the academic ones do not have access to these developments, do not have the ability and capacity to use them in the teaching and training of students as Kavagi laments in the case of introduction of computer technology in Kenyan school system and are culturally foreign in tone in Kenya (Kavagi, 2010; Kafu, 2017).

Generally, these challenges, singularly and/or in combined form compromise the quality of teaching and training of students for various careers/professions at university level in Kenya. Therefore, there is need to understand the nature of the emerging technologies in education, plan well for their integration in administration of education and conduct both regular capacity building programmes and evaluation of the impact of these developments on the preparation of students for their respective careers/professions. These strategies are urgently needed because of the on-going influence of globalization in education worldwide.

### *2. Logistical Challenges of Managing University Education*

This refers to the consideration of administrative structures and designs of managing of university education operations, general and information systems in promoting the quality of

teaching and training students at university level in Kenya. From 1971 the appointment and promotion of senior university management staff in Kenyan universities has highly politicised. The Chancellor, University council, University Management staff and the general staff appointments and Promotions have been heavily politicized either through favouritism, ethnicity and/or tribalism. This feature has compromised competence, expertism, quality and performance of duties and responsibilities by staff in the Kenya universities. This factor has also affected the development of facilities and resources required for conducting university education in Kenya and the development and use of relevant expertise for preparing students in Kenyan universities. Besides staff matters, logistical challenges also focus on development and management of information systems in Kenyan universities for the purpose of promoting the quality of teaching and training students. This involves conducting capacity-building programmes to promote administration of universities in Kenya and collaborations in developing, accessing, packaging, and disseminating and sharing of the required information for managing university operations. Unfortunately, this is not happening today in the Kenyan university education system. Hence the observed deterioration in service delivery in most of the Kenyan universities.

### *3. Facilitation –related Challenges in Management*

Details concerning these challenges have been adequately discussed elsewhere above. Among the required aspects of facilitation for management of university education in Kenya are commitment of the society to the development and administration of this programme of education based on its philosophy, investment level in the development and administration of this form of education in Kenya and the development and availability of the required facilities and resources, expertise to facilitate the management of the university education in this country. Harish (2011) and Kafu (2012) have pointed out that facilitation is the basis of revamping and developing new models of education in the society (Occiti, 1968). Nangoli (2014) while discussing the performance of students in school work appreciates the need for facilitation in education to promote the performance of students in examinations and other related school work. Kasule et al (2014) echoes the same sentiments when they discuss the competence of academic staff teaching in Ugandan universities. Therefore, the issue of facilitation in the management of university education in Kenya can not be washed away. However, the examination of the issues of facilitation of development and administration of university education in the society begs the obvious academic question, how does a society promote the status of teaching and training of students at university level? In the case of Kenya, this process has been declining because of the emerging issues in education and society discussed elsewhere above (Kafu, 2011). The above question seeks the development and use of

appropriate strategies to arrest off the deteriorating standards of managing university education in Kenya today.

#### X. STRATEGIES OF CONDUCTING ACADEMIC AND PROFESSIONAL PROGRAMMES IN KENYAN UNIVERSITIES

This section of the paper focuses on the needed measures to promote the preparation of students at university level for the desired careers/professions. These measures are designed and conducted to maintain quality in the teaching and training of students at university level for the desired careers/professions. Razak et al (2014) suggest a raft of the required measures to develop and sustain the quality of university education in the society including Kenya. Kibabii University picked on one of the suggested measures by Razak et al (2014) and organized a Workshop on “Teaching at university level in modern Kenya (Kibabii University, 2019). The proposed strategies by Razak et al (2014) and the Kibabii University Workshop theme on teaching at university (2019) can conveniently be categorized as strategic, pedagogical and facilitative measures. But under each of these categories of strategies there is an array of specific, different types of strategies or measures meant to deal with the challenges of managing university education in Kenya as out-lined above in this paper. The approach to presenting these strategies will be to state the various categories of these strategies will be in this respect, their corresponding, specific strategies. These strategies are also the recommendations of this paper. And in this respect, the first category of strategies to be discussed is that of the strategic nature

##### 1 *Strategic Measures for Promoting the Quality of Teaching and Training Students in Kenyan Universities*

These are the most important, critical measures that must be established to enhance the quality of preparing university students for careers/professions to serve the Kenyan society. These measures are the basis for promoting efficiency in managing university education. In other words, strategic strategies focus on the initial steps that the Kenyan government should take in order for its universities to prepare and avail to the Kenyan society the required skilled manpower for its development agenda. The main strategic measures of interest are development and use of relevant philosophies, the design and development of appropriate university education policy frame-work, development and use of the essential systems of managing university education in the country. The preferred approach of presenting these issues is to state the strategies and their justification in the form of discussion in dealing with the related challenges that are affecting the teaching and training of students at university level in Kenya.

##### *The need to design, develop and use the political, national education and individual university philosophies*

These are usually statements of intent to develop and create the desired society and set up the development agenda of the society to pursue and the design and develop the education programmes that are meant to facilitate the realization of ideals and aspirations of the society. In other words, the stated philosophies are the guides of actualizing the wishes/aspirations of the society.

##### *The Design and formulation of the relevant Policy Framework*

This is intended for governance of the management of university education in Kenya based on the developed and adopted political, national education and individual university philosophies. The policy frame-work is supposed to determine the efficiency of the organization and administration of the university established operations, systems, principles and practices.

##### *Development and enforcement of management systems of university education*

The Kenya government should develop and enforce the relevant systems of managing university education in the society as proposed by Schulman (1987) and Kafu (2011). These systems should be professionally and expert developed and tailored to serve the operational needs and principles and practices of the conducted university education in Kenya. It is important that the developed and used systems in managing university education are based on and reflect the three types of philosophies (political, national education and institutional-based) presented else-where above and policy frame-work that I supposed to govern this form of education in Kenya.

##### *Merging and/or Downsizing the establishment of universities in Kenya*

The Kenya government to act on the “mushrooming” feature of universities, both Public and private in the country. The present seventy two university and rather too many for a small country like Kenya. This is a reflection of lack of planning for university education by the Ministry of Education in this country. Generally, this development is influenced by political pressure. Therefore, there is need to revamp the planning unit of the Ministry of Education if it still exists in limits or if it had been scrapped it should be re-established (Kafu, 2017). In any case, Kenya does not need more than Fourteen universities for efficient management of this programme of education. Consequently, the government should move shiftly to merge the existing universities to reduce the “mushrooming” feature in this sector of education to manageable level (C.U.E., 2017; Wasamba, 2019; Magoha, 2019). This is because the existing universities are running a duplication of programmes and courses and have no institutional niches to justify their existence as individual institutions or their identity. In other words these institutions

have no distinct differentiation from between and amend them. When this is done it will reduce expenditure on managing university education in the country and promotion of the quality of service delivery by/in Kenyan universities. This is what Beyer (1997) advocated for while discussing “moral contours in education administration”. Further, the merging of universities will reduce the regularly experienced unrest in the management of university education in Kenya because of the discussed challenges. (Imende, 2019).

The above discussed strategic issues are among the emerging issues in modern African university education administration that scholars in education have been consistently raising in the last four decades (Kafu, 2012). They are measures that should have been instituted yesterday and not today if Kenya is serious about promoting the quality of education generally and university education specifically (Sifuna, 2006). This is because these strategic measures are the basis of designing and developing the expected operations in university education especially pedagogy.

## 2 Pedagogical Strategies of Managing University Education in Kenyan Universities

These are the designed strategies that are related to and focus on the teaching and training of students at university level for careers/professions. They are the required measures to promote the quality of the pedagogical operations in Kenyan universities. Among the required measures is professionalization of management of education at national and institutional (university) levels, recruitment of well trained personnel to manage university education operations especially teaching and training in the country, development and provision of technical and logistical support to strengthen the administration of this education. All these are essential components of administering pedagogy efficiently in a university setting.

### i Professionalisation of Management of University Education in Kenya

Simply put, this section of the paper discusses how education in general and university education in particular should be competently managed in Kenya. Ideally, management of education right from national level down to the university education level ought to be done by specialists/experts in education and experienced individuals in management of education. That is, individuals with proper training, experience and necessary qualifications in teaching in general and teaching at university level in particular. Normally, these are individuals with ability and capacity to manage education in the society. Besides, they must have the required competencies to conduct pedagogical work efficiently. Therefore, the first pedagogical strategy is to establish and adhere to the requirement that all university education administrators have education background for them to appreciate and understand the educational needs of universities. It is not enough, to be a Professor to be appointed the Vice- Chancellor and/or Deputy Vice-Chancellor of a

university but one must have proper training in education and administration. University is an educational institution which should be managed by qualified persons in education and administration with ability and capacity to manage educational issues that do regularly crop up. Experience gained from practicing university administrators with education background confirms that these are career administrators. The case in point is the last two Vice-Chancellors of Kenyatta University and the first three pioneer vice-chancellors of Moi University who managed their respective institutions efficiently.

### Recruitment of staff in Kenyan Universities for Teaching and Training of students for careers/Professions

This refers to the process of identifying, selecting and employing workers who are facilitative to the teaching and training of students for careers/professions in Kenyan universities. From the early nineties (1990's), the process of recruiting staff in Kenyan universities has been riddled with confusion, The process has been politicized resulting in tribalism and ethnicity and now the emerging talk of balancing in education”. University Councils, Vice-chancellors Academic and Administration Staff Appointments and Promotions have all been influenced by politics, bias and ethnicity. The consequence of this development has been to introduce mediocrity, incompetence and ethnicity/tribalism in the management of university education in Kenya. The emergence of such issues as “missing marks”, planting marks”, lecturers being thrown out of class! (lecture rooms) by students and heightened corruption in management of university resources are manifestations of these ills in university education management systems. Therefore, there is need to adhere to the requirements of Kenyan constitution of 2010 that stipulates that all appointments should be competitively conducted and should reflect the face of Kenya, devoid of discrimination/segregation and be objectively carried out. In addition, all workers should be familiar with expectations of university education. In addition all workers should be familiar with the expectations of university education. That is the principles and practice of managing this form of education. This development will foster collegueship/solidarity and/or comradeship among university workers, efficiency in the performance of duties/responsibilities by all in the university establishment and promote the image of university education and those of their respective institutions (Mbeseha, 2014).

To facilitate the design, development and administration of academic and professional programmes in Kenyan universities, there is urgent need to develop relevant facilities and resources to facilitate the preparation of students in various careers/profession. That is, these items are the media for promoting to promote the quality of teaching and training students for careers/professions of their choice. But for university teachers to participate in the development of these items, capacity-building programme for these staff.

One of the most important pedagogical considerations though rarely embraced in the management of education in general and university education in particular is capacity building strategy as mentioned above. This strategy involves designing and conducting on-work/ job-tailored training programmes for workers to promote their performance of duty by developing new competencies in them. The purpose of capacity-building programmes is usually to develop and equip workers with required competencies to perform their duties as expected by the university management. Therefore, if workers in the Kenyan universities are to promote the quality of teaching and training of students for various careers/professions, the university managements across the country should consider organizing and conducting regular capacity-building training programmes for workers on regular basis.

When the above discussed pedagogical strategies are rationally designed, considered and instituted, then there is likely to be improvement in the quality of preparing students in the careers/professions needed for development of Kenya and the rest Africa. Hence preparing and producing the desired caliber/cadre/crop of graduates that can spearhead the development of this country and the whole African continent. But for strategic and pedagogical operations to have impact on the process of preparing students at university level, there is need to provide essential facilitation as discussed below.

### 3 *Facilitation of Management of University Education in Kenyan Universities*

These are measures that should be designed and administered to bolster/boost the quality of university education in Kenya are especially the teaching and training component. In other words, these are the possible recommendations for promoting the quality of teaching and training university students in Kenya. Most of the issues related to the proposed facilitation strategies have been discussed elsewhere above. Therefore it suffices just to state and/ or mention these strategies with briefs here. Among the proposed facilitative strategies are the following.

-The Kenya government should **invest adequately** in the management of university. This investment should cover funding, development and availability of the required expertise to manage university education in the country, provision of technical and logistical support for the development and administration of this form of education in the country, demonstration of total commitment by the Kenya government to the management of university education and the government should revamp or re-establish the planning unit of the Ministry of Education to control the unplanned expansion of university education and massification in this sector of education.

-There should be well planned programme of developing relevant facilities and resources for conducting academic and professional programmes in Kenyan universities. These items should be of large varieties, modern in nature and adequate in supply for tuition, catering services, practical and indoor

activities that facilitate the preparation and production of all activities that may facilitate the preparation and production of an round graduate from the Kenyan universities and also tap and develop the potential of the students.

-Identification and recruitment of mature, qualified, experienced and committed individuals to work in the Kenyan universities. This caliber of workers, whether in academic and/or administration divisions of the university are likely to provide the required services to the university community and also provide the required good role modeling to students as future leaders and citizens of Kenya.

-Finally, there is need for the government of Kenya and individual universities to plan for the development, establishment and use of well sourced collaborations/partnerships/co-operations with other countries/institutions/organizations of like minds around the world which have established the best models and practices of university management models, systems and traditions. This strategy will facilitate the design and administration of university education practices in Kenya that can meet the required conventional and/or international standards. Hence, the country will be in position to provide world class university education and prepare and produce international citizens.

## XI. CONCLUSION

This paper has examined and discussed the design, development and administration of university education in Kenya that can prepare and produce good quality university graduates to serve the interests of modern Africa and today. The focus of the paper was on the management of teaching and training programmes of students in Kenya universities for the careers/professions that can foster the development of modern Africa in general and Kenya in particular, indeed, the whole of world. The emerging picture from this paper covers the following

- There is enthusiasm in the development and administration of university education in Kenya as demonstrated by “mushrooming” of universities in the country.
- The management of university education in the country is not efficiently conducted as demonstrated by the unplanned expansion and frequent unrests/restlessness among university staff and students and the reported preparation and production of “half-baked” graduates (Tuitoek, 1996).
- The management of university education in Kenya is experiencing serious challenges including politicization, of this form of education, massification in university education, and mismanagement of this sector of education that require urgent attention/address by the significant stake-holders in university education. These challenges have obliterated the effectiveness of

management of university education, value, purpose of and efforts to promote the quality of teaching and training of university students for various careers/professions meant to boost modern Africa and Kenya's development agenda.

- There is every hope that university education in Kenya has a bright future. This hope is of course, conditional. It is only possible to realize this hope when the suggested strategies by/in this paper are readily received and adopted for implementation by the relevant stake-holders in university education. These strategies are intended to enhance the quality of managing this form of education in the country. Therefore, it is important that these proposed strategies/measures are studied well by all those concerned, understood and adopted as remedial measures for reversing the rapidly falling standards in university education administration in Kenya.

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