

INCLUSIVE PEDAGOGY: GLOBAL, AFRICAN AND KENYAN HIGHER EDUCATION PERSPECTIVES

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ABSTRACT

Statistical resilience has become a critical academic and professional competence in higher education, particularly within teacher education programmes where students are expected to interpret data, conduct classroom-based inquiry, assess learner progress, and apply evidence-informed decision-making to improve instructional practice. However, many university students continue to experience statistics anxiety, low quantitative confidence, weak mathematical foundations, limited digital readiness, and poor engagement with statistics-related coursework, thereby undermining academic performance, research competence, and professional preparedness. This paper examined how blended learning, mentorship, and inclusive pedagogy can strengthen statistical resilience among university students in teacher education programmes, drawing comparative perspectives from global, African, and Kenyan higher education contexts. The target population comprised university students and lecturers in teacher education programmes, while the reviewed evidence was drawn from studies on mathematics anxiety, statistics anxiety, blended learning, inclusive pedagogy, educational technology, and e-learning implementation. The paper adopted a conceptual and practice-informed review design using purposive sampling of relevant peer-reviewed articles, meta-analyses, institutional studies, and policy reports. Data were collected through documentary review and processed through thematic synthesis, comparative analysis, and conceptual modelling. The reviewed evidence indicates that mathematics and statistics anxiety interfere with students' confidence, numerical reasoning, problem-solving ability, and engagement with quantitative tasks. Globally, Vo, Zhu, and Diep's higher education meta-analysis reported a significant mean effect size of $g^+ = 0.385$ from 51 effect sizes, demonstrating that blended learning can positively influence student achievement compared with traditional instruction. Kenyan evidence from Tarus, Gichoya, and Muumbo's study of 148 staff in three public universities revealed that blended e-learning implementation is constrained by infrastructure, lecturer preparedness, technical support, and institutional readiness. The paper proposes institutional resilience indicators, including reducing low confidence in statistics from 55% to below 30%, reducing moderate or high statistics anxiety from 60% to below 35%, increasing timely assignment submission from 65% to at least 85%, and improving students' interpretation of basic statistical outputs from 50% to at least 80%. The paper recommends early diagnostic assessment, statistics clinics, peer-assisted learning, learning management system analytics, inclusive assessment, and continuous lecturer capacity development to strengthen sustainable statistical resilience.

Keywords: blended learning; inclusive pedagogy; mentorship; statistical resilience; teacher education

1. Introduction

Statistics is no longer a peripheral support course in higher education. It has become a foundation for research literacy, evidence-informed teaching, policy interpretation, programme evaluation, quality assurance, and data-driven decision-making. In teacher education, statistics is particularly important because teachers are expected to interpret assessment results, monitor learner progress, evaluate interventions, conduct classroom-based inquiry, and contribute to school improvement planning. For student teachers, therefore, statistical competence is not only an academic requirement but also a professional capability that influences how they understand learners, curriculum outcomes, institutional data, and evidence-based practice.

Despite this importance, statistics remains one of the most anxiety-provoking areas of learning for many university students. Students frequently approach statistics courses with prior negative experiences in mathematics, fear of failure, limited confidence in computation, uncertainty about statistical software, and misconceptions that statistics is only for mathematically gifted learners. These experiences can reduce participation, delay assignment completion, weaken interpretation of quantitative evidence, and limit students' willingness to engage in research. The consequence is not simply poor performance in a course; it is reduced readiness to use evidence in professional practice.

an appropriate frame for examining how blended learning, mentorship, and inclusive pedagogy can be integrated to improve statistical resilience among university students. This paper therefore argues that statistical resilience is strengthened when students experience statistics as meaningful, supported, accessible, collaborative, and professionally relevant.

2. Background and Context

Globally, universities have expanded the use of blended learning to improve flexibility, widen access, and enrich student engagement. Blended learning combines face-to-face interaction with online learning resources, learning management systems, digital discussions, recorded lectures, simulations, quizzes, and data-analysis tools. In statistics education, blended learning can be especially valuable because students benefit from repeated exposure, guided practice, self-paced revision, immediate feedback, visual demonstrations, and structured opportunities to apply statistical concepts to authentic data.

A major challenge, however, is that technology alone does not reduce anxiety or improve learning. Digital resources can either support students or overwhelm them depending on course design, lecturer readiness, learner support, accessibility, and institutional infrastructure. A statistics course that simply uploads notes to a learning platform is not necessarily blended learning in a pedagogically meaningful sense. Effective blended learning must be intentionally designed around learning outcomes, scaffolded activities, formative assessment, feedback, inclusive access, and opportunities for students to interact with peers and instructors.

In African higher education contexts, the promise of blended learning is accompanied by persistent challenges including uneven internet connectivity, limited access to devices, high student-lecturer ratios, insufficient technical support, limited training in digital pedagogy, and budgetary constraints. These challenges are not merely logistical; they directly affect whether anxious students can access help at the moment they need it. Where students already lack confidence in statistics, weak digital support can intensify disengagement.

In Kenya, universities have made important progress in adopting e-learning, online platforms, and blended delivery. However, local studies continue to identify implementation barriers relating to ICT infrastructure, technical skills, e-content development, institutional policy, financing, lecturer workload, and learner preparedness. For teacher education programmes, these barriers are important because students need both content mastery and pedagogical modelling. A student teacher who experiences statistics as inclusive, supported, and professionally relevant is more likely to reproduce evidence-informed and learner-centred practices in future classrooms.

3.0 Statement of the Problem

University students in teacher education programmes are increasingly expected to demonstrate research competence, interpret educational data, evaluate learner performance, and apply assessment evidence to improve instructional practice. However, many students encounter statistics-related courses with weak mathematical foundations, fear of numerical tasks, limited exposure to statistical software, and low confidence in interpreting quantitative outputs. These challenges reduce participation, delay task completion, weaken research competence, and limit students' readiness to use evidence in professional practice.

The problem is further compounded when statistics instruction is predominantly procedural, assessment is highly summative, feedback is delayed, and digital learning platforms are either underutilised or poorly structured. Although evidence indicates that well-designed blended learning can improve student achievement, engagement, and self-efficacy in higher education, its application in statistics education remains uneven and context-dependent (Schmid et al., 2023; Vo et al., 2017). Similarly, mentorship and peer-assisted learning are often treated as informal support mechanisms rather than systematic components of

as mutually reinforcing strategies for strengthening sustainable statistical resilience among university students in teacher education programmes.

4.0 Purpose and Objectives

The purpose of this paper is to examine how blended learning, mentorship, and inclusive pedagogy can strengthen statistical resilience among university students in teacher education programmes, drawing on global, African, and Kenyan higher education perspectives.

The specific objectives of the paper are to:

- i. Analyse the nature of statistics anxiety and its implications for students' engagement, academic performance, research competence, and professional preparation.
- ii. Examine how blended learning can support statistical achievement, confidence, self-directed learning, and engagement in higher education.
- iii. Explore how mentorship, peer-assisted learning, and inclusive pedagogy can reduce statistics-related anxiety, isolation, and barriers to participation among diverse learners.
- iv. Propose institutional strategies, resilience indicators, and a conceptual model for strengthening statistical resilience in teacher education programmes.

5.0 Research Questions

This paper was guided by the following research questions:

- i. How does statistics anxiety affect students' engagement, academic performance, research competence, and professional preparation?
- ii. How can blended learning support statistical achievement, confidence, self-directed learning, and engagement among university students?
- iii. How can mentorship, peer-assisted learning, and inclusive pedagogy reduce statistics-related anxiety, isolation, and barriers to participation among diverse learners?
- iv. What institutional strategies, resilience indicators, and conceptual model can be adopted to strengthen statistical resilience in teacher education programmes?

6. Conceptual and Theoretical Foundations

The paper is anchored in four complementary perspectives: mathematical resilience, the Community of Inquiry framework, Universal Design for Learning, and mentoring theory. Mathematical resilience provides the affective and motivational foundation by emphasising that difficulty in mathematics or statistics should not be interpreted as evidence of inability. Instead, students can be supported to remain in a productive learning zone where challenge is meaningful, help is available, and progress is possible.

The Community of Inquiry framework is useful for blended statistics education because it highlights the importance of teaching presence, social presence, and cognitive presence. Teaching presence involves course design, facilitation, clear instructions, feedback, and purposeful sequencing of learning tasks. Social presence involves belonging, peer interaction, trust, and

Mentoring theory contributes the relational and professional development dimension. Students who struggle with statistics often need more than content delivery; they need reassurance, modelling, encouragement, structured practice, and guidance in how to approach data tasks. Mentorship may be provided by lecturers, teaching assistants, peer mentors, research supervisors, alumni, and professional practitioners who demonstrate how statistics is used in educational decision-making. Within teacher education, mentorship also connects statistics learning to classroom assessment, action research, and professional identity.

7. Methodology

The paper adopted a conceptual and practice-informed review design. This design was considered appropriate because the paper sought to synthesise existing evidence, draw comparative lessons across contexts, and develop a practical model for strengthening statistical resilience in teacher education programmes. The approach was not a primary empirical survey; rather, it relied on documentary review and thematic synthesis of relevant literature and policy evidence.

The target population of interest comprised university students and lecturers in teacher education programmes. Students were considered as the primary beneficiaries of statistical resilience interventions, while lecturers were considered as curriculum implementers, mentors, assessors, and designers of blended learning experiences. The reviewed evidence was drawn from studies on statistics anxiety, mathematics anxiety, blended learning, inclusive pedagogy, learning management systems, e-learning implementation, and higher education learner support.

Purposive sampling was used to identify peer-reviewed journal articles, meta-analyses, institutional studies, policy reports, and conceptual publications relevant to the study variables. Preference was given to studies that addressed higher education, blended learning, statistical or mathematical anxiety, African or Kenyan e-learning contexts, inclusive education, and teacher education. Data were collected through documentary review and organised using a thematic matrix. The analysis involved thematic synthesis, comparative interpretation, and conceptual modelling. Themes were grouped under statistics anxiety, blended learning, mentorship, inclusive pedagogy, digital readiness, institutional support, and resilience indicators.

The limitations of the review are acknowledged. Because the paper relies on secondary evidence and conceptual synthesis, it does not claim to measure the actual level of statistics anxiety among students in one institution. The proposed baseline and target indicators are therefore institutional planning indicators rather than findings from a completed baseline survey. Future empirical studies should test the proposed model using student surveys, lecturer interviews, learning management system analytics, assignment completion data, and assessment performance records.

8. Key Concepts and Operational Definitions

For clarity, the paper uses the following operational definitions. The definitions are framed for teacher education programmes and may be adapted by institutions depending on programme level, delivery mode, and student profile.

Concept	Operational meaning in this paper
Statistical resilience	A student's capacity to remain engaged, seek support, interpret challenge as part of learning, use digital and human resources, and progressively build competence in statistics and data interpretation.
Statistics anxiety	Tension, fear, worry, avoidance, low confidence, or mental disorganisation experienced when learning, applying, interpreting, or being assessed in statistics.
Blended learning	Intentional integration of face-to-face teaching with online resources, digital activities, formative quizzes, recorded explanations, discussion forums, learning analytics, and guided practice.
Mentorship	Structured academic, peer, professional, and psychosocial support that helps students build confidence, strategy, belonging, and persistence in statistics-related learning.
Inclusive pedagogy	Teaching and assessment design that anticipates learner diversity, removes barriers, supports access, and provides multiple ways of engaging with and demonstrating statistical understanding.

9. Literature Review and Thematic Synthesis

The literature reviewed suggests that statistical resilience is not developed through a single intervention. It emerges when cognitive, affective, social, technological, and institutional supports are intentionally connected. Three themes are particularly important: the nature of statistics anxiety, the pedagogical value of blended learning, and the role of inclusive mentoring systems.

9.1 Statistics Anxiety and Student Learning

Statistics anxiety is multidimensional. It may involve test anxiety, fear of asking for help, negative attitudes toward statistics, weak computational self-concept, interpretation anxiety, and fear of statistics instructors. Students may understand basic ideas during class but freeze when faced with formulas, unfamiliar symbols, software output, or timed assessments. Anxiety can therefore interfere with working memory, interpretation, participation, and persistence.

In teacher education, statistics anxiety has professional implications. Student teachers who avoid data may later struggle to interpret learner assessment results, evaluate teaching interventions, conduct classroom-based research, or participate in evidence-informed school improvement. A resilience approach therefore treats statistics learning as part of professional formation. Students should learn not only how to compute but also how to interpret, explain, question, and apply evidence responsibly.

The review indicates that statistics anxiety can be reduced through early diagnosis, low-stakes practice, supportive feedback, authentic examples, peer discussion, transparent assessment criteria, and repeated opportunities to interpret data. It is important that lecturers normalise struggle without lowering academic expectations. Students should be helped to understand that confusion during statistical learning is common and manageable when learning is scaffolded.

9.2 Blended Learning as a Pathway to Statistical Resilience

Blended learning can strengthen statistical resilience when it is used to scaffold learning over time. Face-to-face sessions can be used for explanation, dialogue, worked examples, diagnostic checks, and clarification of misconceptions. Online components can provide recorded demonstrations, practice quizzes, discussion prompts, short videos, data sets, software tutorials, and feedback loops. This combination enables students to revisit difficult concepts and practise at their own pace.

The global evidence is promising. Vo, Zhu, and Diep's meta-analysis of blended learning in higher education reported a significant positive effect on student performance compared with traditional instruction. The implication is not that blended learning automatically works, but that well-designed blends can improve performance. For statistics education, the strongest designs are likely to be those that combine conceptual explanation, practical data tasks, immediate feedback, interaction, and support.

In statistics courses, blended learning can be organised around a cycle of preparation, engagement, practice, feedback, and reflection. Before class, students complete short diagnostic tasks or watch concept videos. During class, lecturers address misconceptions and facilitate applied problem-solving. After class, students complete online quizzes, interpret outputs, participate in discussion forums, and attend optional clinics. The learning management system then provides analytics on participation, completion, and areas of difficulty.

9.3 Mentorship and Peer-Assisted Learning

Mentorship addresses the emotional and relational dimensions of statistical resilience. Many students avoid asking questions in statistics classes because they fear embarrassment or believe their difficulties indicate inability. A structured mentoring system creates safer channels for help-seeking. Lecturer mentoring can occur through office hours, virtual consultation, feedback clinics, and research supervision. Peer mentoring can occur through student study groups, senior student tutors, statistics ambassadors, and guided problem-solving sessions.

Peer-assisted learning is especially useful because students often explain concepts to one another in language that feels less intimidating. When peer mentors are properly trained, they can help students interpret assignment instructions, practise basic computations, understand software output, and develop confidence. However, peer support should not replace lecturer responsibility. It should be integrated into course design with clear boundaries, referral mechanisms, ethical expectations, and academic integrity guidelines.

Mentorship also helps students connect statistics to professional identity. Teacher education students are more likely to value

presenting formulas with worked examples, using visualisations before abstract notation, giving students access to recorded explanations, offering low-stakes quizzes, providing feedback rubrics, using authentic education data, and allowing students to demonstrate understanding through interpretation and application. Assessment should test statistical reasoning rather than only procedural memory.

Inclusive pedagogy is also linked to digital accessibility. Online resources should be mobile-friendly where possible, downloadable for offline use, captioned, and clearly sequenced. Students should know where to get technical help and academic help. In contexts where internet access is uneven, lecturers may provide compressed files, printable guides, campus computer-lab support, and scheduled in-person practice. Inclusion is therefore both a teaching principle and an institutional responsibility.

9.5 African and Kenyan Higher Education Lessons

African universities face the dual task of widening access while improving quality and student success. Blended learning provides opportunities for flexibility, but implementation requires infrastructure, lecturer training, technical support, quality assurance, and learner readiness. Studies from Kenya show that e-learning implementation has been constrained by inadequate ICT infrastructure, limited technical and pedagogical competencies, financial limitations, policy gaps, workload pressures, and mixed perceptions of e-learning. These constraints matter for statistical resilience because students who are anxious about statistics require reliable access to support, not additional uncertainty.

Kenyan teacher education programmes can respond by embedding statistical resilience into curriculum delivery rather than treating it as remedial support. This requires collaboration among departments, ODeL units, quality assurance offices, counselling and career services, library services, ICT departments, and research supervisors. It also requires lecturer capacity building in blended pedagogy, inclusive assessment, analytics use, and mentoring. A sustainable model must therefore operate at student, lecturer, programme, and institutional levels.

10. Comparative Perspectives: Global, African and Kenyan Lessons

Perspective	Main issue	Key lesson for statistical resilience
Global higher education	Expansion of blended and digitally supported learning; concern about student engagement, anxiety, and performance.	Blended learning can improve achievement when it is pedagogically designed with interaction, feedback, and meaningful assessment rather than merely digitising notes.
African higher education	Persistent infrastructure, access, cost, digital literacy, and lecturer capacity challenges.	Statistical resilience must include low-bandwidth options, peer support, lecturer training, and institutional learner-support systems.
Kenyan higher education	Growth of e-learning and ODeL alongside challenges of ICT infrastructure, technical support, e-content development, workload, and policy implementation.	Teacher education programmes should integrate blended learning, mentorship, inclusive pedagogy, LMS analytics, and quality assurance indicators.
Teacher education	Need for student teachers to interpret assessment data, conduct classroom inquiry, and use evidence in instructional improvement.	Statistics should be taught as professional practice, not as an isolated technical requirement.

11. Proposed Integrated Model for Enhancing Statistical Resilience

The paper proposes an integrated model built around five mutually reinforcing pillars: early diagnosis, blended learning design, mentorship and peer support, inclusive pedagogy, and institutional monitoring. The model recognises that statistical resilience is both an individual learner capacity and an institutional outcome. Students become more resilient when programmes reduce unnecessary barriers, provide timely support, and cultivate confidence, competence, and belonging.

Pillar	Core actions	Expected resilience outcome
Early diagnostic assessment	Administer short beginning-of-course checks on confidence, prior knowledge, digital access, software familiarity, and statistics anxiety.	Students at risk are identified early; support is targeted before failure patterns develop.
Blended learning design	Use LMS modules, short videos, quizzes, discussion forums, worked examples, data sets, and face-to-face clarification sessions.	Students receive repeated exposure, flexible practice, and immediate feedback.
Mentorship and peer support	Establish statistics clinics, peer-assisted learning groups, lecturer consultation hours, and research-methods mentoring.	Students develop help-seeking behaviour, confidence, belonging, and persistence.
Inclusive pedagogy	Use plain language, multiple representations, accessible materials, authentic education data, flexible formative	Students with diverse backgrounds can access, participate, and demonstrate understanding.

12. Proposed Institutional Statistical Resilience Indicators

Institutions require measurable indicators to move statistical resilience from aspiration to practice. The following indicators are proposed as planning targets for teacher education programmes. The baseline values should be confirmed through institutional diagnostic assessment, while the targets can guide programme improvement over one academic year.

Indicator	Proposed baseline concern	One-year target	Data source
Low confidence in statistics	55% of students report low confidence.	Reduce to below 30%.	Beginning and end-of-course confidence survey.
Moderate or high statistics anxiety	60% of students report moderate/high anxiety.	Reduce to below 35%.	Short anxiety screening tool; course evaluation.
Timely assignment submission	65% submit statistics assignments on time.	Increase to at least 85%.	LMS records; departmental submission logs.
Interpretation of basic statistical outputs	50% correctly interpret basic tables, graphs, p-values, and descriptive outputs.	Increase to at least 80%.	Common assessment task; rubric-marked interpretation exercise.
Use of support services	Low or irregular attendance at consultation and clinics.	At least 60% of at-risk students attend one or more support sessions.	Clinic attendance register; mentoring logs.
LMS engagement	Irregular access to statistics modules and quizzes.	At least 80% complete core online activities.	LMS analytics.
Lecturer blended-pedagogy readiness	Variable skills in LMS use, online facilitation, and inclusive assessment.	All statistics/research-methods lecturers complete annual capacity development.	Training attendance; peer review of course shells.

13. Practical Strategies for Teacher Education Programmes

13.1 Early Diagnostic Assessment and Orientation

At the beginning of each statistics-related unit, students should complete a short diagnostic assessment that captures prior mathematics experience, statistics confidence, digital access, software familiarity, and preferred learning support. The purpose should be developmental, not punitive. Results should guide the lecturer in grouping students, planning remedial sessions, and identifying those who may benefit from mentoring. Orientation should clarify that statistics is a learnable professional skill and that support is available.

13.2 Statistics Clinics and Learning Support

Statistics clinics should be scheduled weekly or biweekly during the semester. Clinics may be physical, virtual, or blended. They should focus on common areas of difficulty such as descriptive statistics, data coding, interpretation of tables, use of spreadsheet functions, basic inferential tests, and presentation of results. Clinics should be linked to assignments and research projects so that students receive timely support.

13.3 Peer-Assisted Learning and Student Mentors

Departments can identify strong senior students, research assistants, or graduate students to serve as peer mentors after orientation and training. Peer mentors should support practice sessions, guide study groups, and help students navigate learning materials. Clear ethical guidelines should prevent peer mentors from completing assignments for students. Their role is to build confidence, clarify concepts, and refer difficult cases to lecturers.

13.4 LMS Analytics and Formative Feedback

Learning management system analytics can help lecturers identify students who are not accessing materials, missing quizzes, delaying assignments, or performing poorly in formative tasks. Early alerts should trigger supportive communication rather than punishment. Formative quizzes should be low-stakes and allow repeated attempts where appropriate. Feedback should explain why an answer is correct or incorrect and direct students to relevant resources.

13.5 Inclusive Assessment

Assessment should require students to interpret and apply statistics in education contexts. For example, students may analyse

The synthesis suggests that statistical resilience should be treated as a systems issue. Individual students may experience anxiety, but the intensity and consequences of that anxiety are shaped by curriculum design, lecturer practice, assessment culture, peer support, digital access, and institutional responsiveness. A student who receives early diagnosis, clear explanations, flexible practice, rapid feedback, and mentoring is more likely to persist than a student who encounters statistics as a high-stakes, isolated, and unsupported course.

Blended learning is central to the proposed model because it creates opportunities for repetition, flexibility, interaction, and feedback. However, blended learning must be implemented with pedagogical intentionality. The Kenyan literature warns that infrastructure, technical capacity, lecturer workload, policy implementation, and funding constraints can limit the effectiveness of e-learning. Therefore, statistical resilience initiatives should be realistic about resource differences and should include low-bandwidth, mobile-friendly, and face-to-face support options.

Mentorship strengthens the human dimension that technology cannot replace. Statistics anxiety often involves fear of being judged, fear of asking basic questions, and a belief that one is alone in struggling. Mentorship and peer-assisted learning counter this isolation by creating supportive relationships. They also help students connect statistics to professional goals in teaching, counselling, curriculum development, educational leadership, and research.

Inclusive pedagogy reframes statistical difficulty as a design challenge rather than a student weakness. This does not mean reducing standards. It means making standards attainable through clear pathways, accessible materials, scaffolded tasks, authentic examples, and multiple opportunities to practise and demonstrate understanding. For teacher education, this is doubly important because student teachers learn not only content but also ways of supporting diverse learners in their own future classrooms.

15. Implications for Policy, Curriculum and Practice

Level	Implications
Policy and quality assurance	Universities should include statistical resilience, blended delivery quality, learner support, and inclusive assessment indicators in programme monitoring.
Curriculum	Statistics should be sequenced from basic data literacy to research application, with authentic education datasets and clear links to teacher professional practice.
Lecturer practice	Lecturers should combine explicit teaching, guided practice, feedback, digital resources, mentoring, and inclusive strategies.
Student support	Departments should provide statistics clinics, peer mentorship, counselling referral where anxiety is severe, and academic advising for students at risk.
Digital learning	LMS course shells should include organised modules, short videos, quizzes, datasets, discussion forums, accessibility features, and analytics dashboards.
Research and evaluation	Institutions should conduct baseline and follow-up studies to test the proposed indicators and refine the model using empirical evidence.

16. Recommendations

- Universities should administer early diagnostic assessments in statistics-related courses to identify students with low confidence, high anxiety, weak prior knowledge, and limited digital access.
- Teacher education departments should establish statistics clinics that provide regular academic support on data interpretation, software use, research methods, and assignment preparation.
- Lecturers should design blended statistics courses using structured LMS modules, short concept videos, low-stakes quizzes, discussion forums, authentic datasets, and formative feedback.
- Departments should institutionalise peer-assisted learning by training student mentors and linking them to course lecturers, research-methods units, and student support services.
- Inclusive pedagogy should be embedded in course design through plain language, multiple representations, accessible materials, flexible practice opportunities, authentic education examples, and transparent assessment rubrics.
- Universities should invest in lecturer capacity development in blended learning, inclusive assessment, digital content creation, learning analytics, and student mentorship.
- Programme teams should monitor statistical resilience indicators such as confidence, anxiety level, LMS engagement, assignment completion, interpretation competence, clinic attendance, and progression in research-related tasks.

and Kenyan evidence reminds institutions that technology adoption must be supported by infrastructure, lecturer readiness, policy implementation, technical support, and learner-centred design. Mentorship and inclusive pedagogy add the human and equity dimensions required to ensure that students do not simply access statistics courses but succeed in them.

For teacher education programmes, the ultimate goal is not only to help students pass statistics units. It is to prepare future educators who can use evidence to understand learners, improve instruction, conduct classroom inquiry, and contribute to data-informed educational improvement. Strengthening statistical resilience is therefore a pedagogical, professional, and institutional priority.

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Appendix A: Sample Diagnostic Checklist for Statistical Resilience

Area	Sample item	Response scale
Confidence	I am confident that I can learn statistics successfully.	Strongly disagree to strongly agree
Anxiety	I feel tense when I see statistical formulas or outputs.	Strongly disagree to strongly agree
Help-seeking	I know where to get help when I do not understand statistics.	Strongly disagree to strongly agree
Digital readiness	I can access the LMS and complete online statistics activities.	Strongly disagree to strongly agree
Professional relevance	I understand how statistics will help me as a teacher or education professional.	Strongly disagree to strongly agree
Interpretation competence	I can explain the meaning of a basic table, graph, mean, percentage, or p-value in simple language.	Strongly disagree to strongly agree

Appendix B: Implementation Matrix

End-of-semester evaluation	Quality assurance, lecturer, programme coordinator	Week 14	Evaluation report and improvement plan
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