**Adaptation of Blended Mode Learning by school Administrators to Enhance Quality in School Based Teacher Education Program in Institutions of Higher Learning in Africa**

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Studies have shown that the teaching workforces are continuously learning using varied modes of study on part time basis. Many universities have established campuses in various towns or in different countries, raising the phenomenon of ‘mushrooming. If students are to learn effectively in these campuses; there is need embrace new pedagogies particularly the blended mode.

The writer of this article emphasizes the need for educational administrators to develop an e-confident workforce, e-confident learner and e-confident leader in the management of blended mode pedagogy. It brings out diverse blended learning models available for students that teacher educators can adopt to enhance learning. The benefits of the blended mode are also examined. It also outlines challenges that are likely to hamper the adoption of the new pedagogies and suggests solutions if implemented effectively can enhance teaching and learning in school based programme.

The writer also maintains that if colleges and universities in Africa are to survive and prosper in a global competitive world, there is need for administrators to offer leadership that adapt to changing learning technologies.