

CURRICULUM VITAE

FOR

DR. OMONDI BOWA MARITA

**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EDUCATIONAL STUDIES**

2013

Dr. Omondi Bowa Marita (PhD) - Lecturer

University of Nairobi
School of Continuing and Distance Education
Department of Educational Studies

P.O. Box 92 – 00902, Kikuyu, KENYA
Cell: 254-722842075/ 254733725879
E-mail: <bowa@uonbi.ac.ke>
D.o.B: 27.3.1958
Married
Male
Kenya Citizen
Christian

1. EDUCATION

2004-2008: Doctor of Philosophy Degree in Distance Education, School of Continuing and Distance Education, University of Nairobi

Thesis Title: *The Influence of Learner Support Services on Academic Performance of Distance Learners: The Case of University of Nairobi External Degree Programme in Kenya*. under the supervision of Dr. Robert Ayot and Dr. Japheth Origa (see Appendix for Abstract).

1983-1987 **M.A. in Economic Geography**, Faculty of Arts, University of Nairobi/McGill University (CANADA)

At University of Nairobi – 1983 – 1985

Part I M.A. (Coursework and Examination):

- Economic Geography
- Essay Paper
- Quantitative Methods

At McGill University – 1986 – 1987

Part II M.A. (Fieldwork and Thesis):

Thesis Title: *The Role of the Informal Sector in the Economic Development of Kisumu District: A Case Study of Rural Service Centres* supervised by Prof. Richard Odingo (see Appendix for Abstract).

1979-1983: Bachelor of Arts (Honours, 2nd Upper Division) 3.1.1 Option in Geography, University of Nairobi

Dissertation Title: *The Influence of Soils on the Agricultural Land Use Pattern in North Nyakach Location, Kisumu District* supervised by Prof. Reuben Ogendero (see Appendix for Abstract).

First Year:

- Geography
- Economics
- Sociology

Second Year: (Invited by the Department of Geography to take 3.1.1 Honours degree programme in Geography) Courses taken:

- Population Geography
- Africa
- Principles of Physical and Biological Geography
- Practical and Quantitative Techniques

Third Year:

- Economic Geography
- Problems of Regional Development
- Agricultural Geography
- Dissertation

1977-1978: Kenya Advanced Certificate of Education (3Ps, 1S)

Kakamega High School

- History B
- Economics C
- Geography D (13 Points}
- General Paper 3

1973-1976: East African Certificate of Education (Division II, 24points)

Cardinal Otunga High School

1966-1972: Certificate of Primary Education (33/36points)

Mbugra Primary School

2. PROFESSIONAL POSTGRADUATE TRAINING

2009-2010: One year **Postgraduate Certificate in Conflict Resolution Skills**, Centre for Peace and Reconciliation Studies, Coventry University, UK

2009: One week **Certificate in Quality Management Systems**, Kenya Bureau of Standards, Morendat Hotel- July, 2009, Naivasha, Kenya

2008-2009: **One year Certificate Course in Material Development in Open, Distance and e-Learning**, African Virtual University (AVU) and Association of Colleges and Universities of Canada

3. AREAS OF SPECIALIZATION

1. Distance Education: Learner Support Services and Material Development
2. Geography: Economic Geography
3. Peace Studies

4. EMPLOYMENT PROGRESSION

(A) Academic Positions

- 1990 to date - Lecturer, Department of Educational Studies, University of Nairobi
- 1989 - Assistant Lecturer, Egerton University
- 1988 - Tutorial Fellow, University of Nairobi
- 1986-1987 Graduate Assistant, University of Nairobi
- 1985-1986 - Teaching Assistant, McGill University.
- 1979 - Teacher, Thurdibuoro Secondary School.

(B) Administrative Positions

- 2006 to date - Chairman, Department of Educational Studies, School of Continuing and Distance Education, University of Nairobi
- 2009 to date - Internal Quality Auditor
- 2009 to date - University Representative in the African Council for Distance Education
- Technical Committee on Cooperation (ACDE-TCC)
- 1996-2004 - Chairman, Department of Educational Studies, Faculty of External Studies, University of Nairobi.

Administrative Duties and Responsibilities:

1. as Chairman

Provide administrative management and leadership for Department in accordance with established University policies and procedures. Specifically:

- a. Serve as the academic leader of the Department, including evaluating relevance and viability of curricula in consultation with the Dean and appropriate offices.

- b. Work with staff to cascade and implement the University policies and plans as provided in such documents as University Statutes, University Calendar, ISO 9001:2008 Standards, Quality Management Systems, Strategic Plan, The Employment Act, 2007, Kenya Public Officers Ethics Act, 2003, Kenya Anti Corruption and Economic Crimes Act, 2003, Service Charter, Performance Contracts and Staff Performance Appraisal, in consultation with the Dean
- c. Nurture positive relations and teamwork among all staff by encouraging practices that foster and maintain a good environment for teaching and learning.
- d. Proactively pursue entrepreneurial activities which benefit the Department, the School and the University by developing and implementing marketing plans, promotions and advertising programmes to increase student enrollment and revenue in consultation with the Dean
- e. Supervise all examination activities in the Department, including invigilation, internal and external moderation, marking, retrieval and processing of final results and graduation
- f. Provide academic guidance to students; develop and implement mentorship programmes and learner support systems in consultation with the Dean

2. as Quality Auditor

The University of Nairobi was ISO Certified in 2006 as an institution whose products and service delivery meets applicable international standards of ISO 9001-2008. To ensure that the standards of the institution are maintained and even improved, internal and external ISO quality auditors carry out audit assessments at certain intervals. As an Internal Quality Auditor, my duties are:

- a. To verify conformance to ISO 9001:2008 Quality Standard and Quality Management System (QMS) established by the University
- b. To evaluate effectiveness of the documented QMS processes provided in the University Quality Manual
- c. To identify opportunities for improvement for the various units of the university

3. as University Representative in ACDE-TCC

The African Council for Distance Education was established in 2008 and Member Universities appointed their representatives to the various committees, including the Technical Committee on Cooperation. As Members of the TCC, our duties are to recommend to the ACDE policies that will govern

cooperation among member Universities on promotion of quality; access to education and training; and research in open and distance learning in Africa. As University of Nairobi representative, my role is:

- a. To consult the Dean, Director CODL, Principal and other Chief Officers of the University on university policy on various aspects of Open and Distance Learning
- b. Attend the TCC meetings and contribute to discussions in policy formulation
- c. Report to the Vice Chancellor progress of the TCC activities

5. TEACHING EXPERIENCE

1988 – 2013: Twenty five years (25)

Lecturer level: Twenty three years (23)

A. Teaching Units/Courses

- i) LDS 655: Learner Support Services (Master in Distance Education)
- ii) LPE 623: Forgiveness and Reconciliation (Master of Arts in Peace Education)
- iii) LDP 630: Research Project Proposal and Report Writing (All Masters programmes in the School)
- iv) DCT 103: Introduction to Research Methods in Education (Postgraduate Diploma in Education)
- v) DCT 201: Research Project (Postgraduate Diploma in Education)
- vi) PAC 311: Introduction to Distance Education (B.Ed Arts)
- vii) GEG 308: Industrial Geography (B.Ed Arts)
- viii) GEG 304: Settlement Geography (B.Ed Arts)

B. Supervision of Postgraduate students

(i) Doctor of Philosophy (completed)

S/N	Name	Reg. No.	Programme/ Co-supervisor	Title	Remarks
1.	Kithung'a, Peter Nzuki	L80/8707/ 2005	PhD in Distance Education Co-supervisors: Prof. Samson Gunga and Dr. Japheth Origa	<i>The Relationship between Perceived Quality Dimensions and Growth Strategy in Distance Education: The Case of External Degree Programme of the University of Nairobi, Kenya</i>	Due to graduate in August, 2013

2.	Mbugua, John Mwaura	L80/80721/ 2011	PhD in Distance Education Co-supervisors: Prof. Christopher Gakuu and Dr. Guantai Mboroki	<i>Factors Influencing Educational Manager's Support for Distance Learning Mode of Delivery: The Case of Western Region, Kenya</i>	Graduated in December, 2012
3.	Mulwa, Angeline Sabina	L80 /80183/ 2010	PhD in Distance Education Co-supervisors: Dr. Guantai Mboroki and Dr. Dorothy Kyalo	<i>The Influence of Institutional and Human Factors on Readiness to Adopt E-Learning In Kenya: The Case of Secondary Schools In Kitui District in Kenya</i>	Graduated in December, 2012

(ii) Masters and Postgraduate Diploma Research Projects

S/N	Name	Reg. No.	Programme/ Co-supervisor	Title	Remarks
1.	Kithusya, Peter Musyoki	L50/7622/ 2009	M.A. in Project Planning and Management	<i>Factors Influencing Supply of Clean and Safe Water to Urban Residents: The Case of the City of Nairobi in Kenya</i>	Graduated in August, 2011
2.	Jane Amagove Simiyu	L50/7779/ 2009	M.A. in Project Planning and Management	<i>Factors Influencing Adoption of Water Pricing Policy in Irrigated Agriculture in Kenya: The Case of Irrigated Farming in Kikuyu District</i>	Graduated in August, 2011
3.	Valerian Salvio Michieni	L50/6045/ 2010	M.A. in Project Planning and Management	<i>Factors Influencing Household Food Security Among the Pastoral Communities: The Case of Pokot North District in Kenya</i>	Graduated in August, 2011
4.	Annah Njeri Macharia	L50/7831/ 2009	M.A. in Project Planning and Management	<i>Factors Perceived to Influence Academic Performance of Students in Kenya Certificate of Secondary Education Examination in Nyeri Central District in Kenya</i>	Graduated in August, 2011
5.	Gitahi, Wachuka. J.A.	L45/7451/ 2009	Master in Distance Education	<i>Factors influencing the Choice of Suitable Web-based Learning for for Distance Learners: The Case of Kenya Methodist University</i>	Graduated in September, 2011
6.	Ahmed Hassan Odhwa	L50/7263/ 2008	M.A. in Project Planning and Management	<i>The Influence of the Influx of Refugees on Housing Sector In Nairobi: The Case of Easteleigh Estate In Nairobi</i>	Graduated in September, 2010
7.	Stephen Njuguna Mwaura, Ruga	L35/7045/ 2008	Master in Distance Education	<i>Factors Influencing Perceived Effective Provision of Learner Support Services in Distance Education: The Case of B.Ed. (Arts) Programme of the University of Nairobi</i>	Graduated in August, 2010
8.	Dorothy Nanzala Nasubo	L50/6263/ 2008	M.A. in Project Planning and Management	<i>Factors Influencing Employee's Performance: The Case of International Centre for Research in Agroforestry in</i>	Graduated in September, 2010

				<i>Nairobi, Kenya</i>	
9.	Raphael Aoko Odiwuor	L50/7071/2007	M.A. in Project Planning and Management	<i>The Role of World Vision in Development of Rural Communities: A Case Study of Mutomo Division in Kitui South Constituency in Kenya</i>	Graduated in September, 2009
10.	Michael B. Wathika	L40/P/86/2006	Postgraduate Diploma in Education	<i>An Analysis of the Views of Teachers Corporal Punishment and Indiscipline in Selected Secondary Schools in Matuga Division in Kwale District</i>	Graduated in September, 2008
11.	Francis Mbiti Karithi	L40/P/70/2006	Postgraduate Diploma in Education	<i>The Effect of New Information and Communication Technology on Performance of Learners: The Case of Moi Teachers Training College in Baringo District</i>	Graduated in September, 2007
12.	David Mulei Mweu	L40/P/84/2003	Postgraduate Diploma in Education	<i>An Investigation of the Causes of Low Enrolment in Agriculture in Kangundo Division, Machakos District</i>	Graduated in 2006
13.	Damaris Mwikali Munyao	L40/P/84/2003	Postgraduate Diploma in Education	<i>An Investigation of Factors Influencing Student's Performance in English Subject in Kenya Certificate of Secondary Education in Public Schools in Loitokitok Division, Kajiado District</i>	Graduated in 2006
14.	Samuel Otieno Abich	L40/P/80/2003	Postgraduate Diploma in Education	<i>The Influence of Remedial Tuition on the Attitude of Students Towards Physics: The Case of Arya Boys Secondary School in Nairobi Province</i>	Graduated in December, 2005
15.	Kimani Margaret Wambui	L40/P/7677/2000	Postgraduate Diploma in Education	<i>Causes of Poor Performance in Mathematics: A Case Study of Secondary Schools in Gathanji Location, Nyandarua District</i>	Graduated in December, 2001

6. PUBLICATIONS

Refereed Journals

1. Bowa, O.; Mulwa, A.; Kyalo, N., Mboroki, G. (2012) 'The influence of ICT Infrastructure on Readiness to adopt E-Learning in Secondary Schools in Kitui District in Kenya' *Journal of Open, Continuing and Distance Education*, Volume 2 Issue 1, page 23-66, UoN, Nairobi, <http://distance-education.uonbi.ac.ke/node/2379>, ISSN2074-4722 (see Appendix for Abstract).
2. Bowa, O.; Mulwa, A.; Kyalo, N., Mboroki, G. (2012) 'The influence of Human Resource Capacity on Readiness to Adopt E- Learning in Secondary Schools in Kitui District in Kenya' in *The Africa Management Review*, Department of Business Administration, School of Business, University of

Nairobi. Vol. 2, No 2. <http://journals.uonbi.ac.ke/damt/article/view/1046>, ISSN2224-2023 (see Appendix for Abstract).

3. Bowa, O. (2011) “The Relationship Between Learner Characteristics and Academic Performance of Distance Learners: The Case of External Degree Programme of the University of Nairobi, Kenya” in *Journal of Open, Continuing and Distance Education*, Volume 1 Issue 2, pp. 29-50, UoN, Nairobi, <http://distance-education.uonbi.ac.ke/node/2379>, ISSN2074-4722. (see Appendix for Abstract).
4. Kidombo H.J., Gakuu C. M., Bowa O., Ndiritu A. Mwangi A. Gikonyo N. (2010) Status of Information and Communication Technology Integration in Education in Selected Kenyan Schools. Available at http://www.ernwaca.org/panaf/pdf/phase-1/Kenya-PanAf_Report.pdf (see Appendix for Abstract).
5. Bowa, O. (2010) ‘The Impact of Learner Support Services on Achievement of Bachelor of Education (Arts) Students in the External Degree Programme of the University of Nairobi in Kenya’ in *Journal of Open, Continuing and Distance Education*, Volume 1 Issue 1, pp. 95-124, UoN, Nairobi, <http://distance-education.uonbi.ac.ke/node/2379>, ISSN 2074-4722 (see Appendix for Abstract).

E-learning and Print Study Modules

1. Bowa, O.; Ayot, R.; Kidombo, H.J. and Asaava, F. (2005) *Introduction to Distance Education*, Distance Learning Study Module, University of Nairobi Kikuyu Press (PAC 311, see Appendix for Abstract).
2. Bowa, O. and Odipo, G. (2004) *Industrial Geography*, Distance Learning Study Module, University of Nairobi Kikuyu Press (GEG 308, (see Appendix for Abstract).
3. Bowa, O. (1997) *Introduction to Research Methods in Education*, Distance Learning Study Module, University of Nairobi Kikuyu Press (DCT 103, (see Appendix for Abstract).
4. Bowa, O. and Wakajumah, J. (1992) *Settlement Geography*, Distance Learning Study Module, University of Nairobi Kikuyu Press (GEG 304, (see Appendix for Abstract).

Editorial Board Membership

1. Editor, *Journal of Continuing, Open and Distance Education*
2. Editor, *African Journal of Project Management*

Conference Proceedings

1. Bowa, O. (2011) "Causes and Responses to Violent Conflicts: The Case of 2008 Post Election Violence in Kenya" A paper presented in a PEHS Workshop on Non-Violent Action in Peace Building, Silver Springs Hotel Nairobi, Kenya, 29th -30th June, 2011
2. Bowa, O. (2009) "The Role of ICT Equipment, Connectivity and Access on Teaching and Learning in Education Institutions In Nairobi And Environs" a paper presented at a Workshop on Pedagogical Integration of ICT in Education in Nairobi and Environs held at the CCU, University of Nairobi- 20th February, 2009

Unpublished

1. Bowa, O. (2008) *The Influence of Learner Support Services on Academic Performance of Distance Learners: The Case of University of Nairobi External Degree Programme in Kenya*. PhD. Thesis, University of Nairobi, Kenya
2. Bowa, O. (1987) *The Role of the Informal Sector in the Economic Development of Kisumu District: A Case Study of the Rural Service Centres*. M.A. Thesis, University of Nairobi, Kenya
3. Bowa, O. (1982) *The Influence of Soils on the Agricultural Land Use Pattern in North Nyakach Location, Kisumu District*. B.A. Dissertation, University of Nairobi, Kenya

7. CONFERENCES ATTENDED

1. 3rd International DETA Conference on "Bridging the Development Gap in Africa through Open and Distance Learning", Dar es Salaam, Tanzania. 12th - 15th July, 2011.
2. 4th International DETA Conference on "Ensuring the Highest Possible Quality of Education in a Changing Africa", Univesidade Eduardo Mondlane, Maputo, Mozambique. 3rd – 5th August, 2011.

8. TRAINING/Short Courses/Workshops attended

1. **Scientific Writing and Publications Workshop**, Pan African Research Agenda on Pedagogical Integration of ICTs in Education, Nairobi. 25th – 27th February 2011

2. **Peace and reconciliation studies and curriculum workshop II**, Makerere, Kampala. 23rd -28th February 2010
3. **Peace and reconciliation studies and curriculum workshop I**, Nairobi. 21st - 25th November 2009
4. Training of **Quality Management Systems on Internal Quality Auditing** by KEBS, Morendat, Naivasha, Kenya. 1st -2nd July, 2009
5. In-house Training Programme for **Pedagogical Skills** by Department of Education Communication and Technology-CCU, University of Nairobi. 25th – 27th March, 2009
6. **African Capacity Enhancement Programme (ACEP) leading to Post Graduate Certificate in Material Development in Open, Distance and e-Learning**, sponsored by African Virtual University (AVU) and Association of Colleges and Universities of Canada, February 2008 – February 2009
7. **African Capacity Enhancement Programme (ACEP), Training workshop** organized by African Virtual University (AVU) on Distance Material Development and Delivery through e-learning, Dakar, 13th to 16th February, 2008
8. **Capacity Building Programme for transforming the Public Service: Results Based Management Programme for Senior Managers of UON**, Utalii College, 4th -5th April, 2007
9. **ISO 9001: 2001 Training Seminar**, by Kenya Bureau of Standards, UON Main Campus, February, 2007
10. In-house Training Programme on **Financial Management and Human Resource Management** For Chairmen of Departments of the University of Nairobi by Kenya Federation of Employers-KCCT, Mbagathi, Nairobi. 2nd – 4th February, 2006
11. Training on **Research Methods** organized by the VLIR-ODL project, Merica Hotel, Nakuru. 27th – 28th November, 2003
12. Training on **Learner Support Systems** organized by the VLIR-ODL project, Merica Hotel, Nakuru. 25th – 26th November, 2003
13. **Training of Trainers workshop on content development for e-learning** organized by the VLIR-ODL project, Machakos Garden Hotel. 2nd – 7th June, 2003
14. UNESCO Training Workshop on **Designing and Writing Learning Materials for Distance Higher Education**. Kampala, Uganda 29th March- 1st April, 2000

9. RESEARCH

1. 2007 – 2011 - Deputy Principal Researcher - Research Agenda on the Pedagogical Integration of ICTs in Education in Africa. (PanAf/ ROCARE, funded by IDRC, Canada (2007-2011) The research was approximately, 12 Million Kenya Shillings. The Principal Researcher was Prof. Christopher Gakuu, and Deputy Principal Researcher was Dr. Harriet Kidombo and other partner researchers were: Dr. Naomi Gikonyo, Dr. Anne Nderitu and Mr. Augustine Mwangi.
2. 1983 - Field Research Assistant, Under Dr. C.F.M. Buckens. Research agenda: Environmental and Social factors influencing sustainability of shallow wells in the Lake Victoria Drainage Basin. Sponsored by Lake Basin Development Authority

10. CONSULTANCY

1. Training of Writers of Distance and e-Learning Materials for Moi University, Institute of Gender, Jan - March 2011, Nairobi Other partner consultants: Prof. Christopher Gakuu and Dr. Harriet Kidombo.

11. RESOURCE PERSON: Short courses/Workshops/Seminars

1. **Resource person in several Writers' Training Workshops**, KWSTI Training Institute, Naivasha, 2003-2012
 - Bowa, O. (2006) The Role of Tutors in Open and Distance Learning, Seminar Paper.
 - Bowa, O. (2006) Subject Coordination in the Bachelor of Education by Distance Learning. Seminar Paper.
 - Bowa, O. (2005) How to Write Open and Distance Learning Materials. Seminar Paper.
 - Bowa, O. (2005) Visualization in Distance Education Materials. Seminar Paper.
 - Bowa, O. (2004) Characteristics of Effective Instructional Distance Learning Materials, Seminar Paper.
 - Bowa, O. (2004) Characteristics of Open and Distance Learners and their Implications for the Design of Effective Learning Materials, Seminar Paper.
 - Bowa, O. (2003) Overview of Open and Distance Education, Seminar Paper.

2. **Resource person in the Staff Training and Strategic Plan Review Workshop for the Department of Educational Studies**, KWS Training Institute, Naivasha, 8th- 11th March, 2007
3. **Resource person in Bachelor of Education Science writers workshop**, Egerton University, 26th Feb, -3rd March, 2007
4. Bowa, O. (2007) 'Departmental Strategies for Increasing Access to University Education for Kenya', Situational Paper prepared for the Vice Chancellor, University of Nairobi.
5. Bowa, O. (2007) 'The Concept of Open University', Concept Paper Prepared for the Vice Chancellor, University of Nairobi
6. **Editing of distance learning materials for Bachelor of Education Science**, Green Hills Hotel, Nyeri. 14th – 18th February, 2005
7. **Strategic Planning Workshop** for the Faculty of External Studies, Mombasa Beach Hotel. 17th – 21st May, 2004
8. **Resource person in the Tutors training workshop for Bachelor of Education, Science writers**, Machakos Garden Hotel. 10th – 19th June 2003
9. Resource Person in the Post-Graduate Diploma in STI, Tutors Training Workshop. Pan-Afric Hotel, Nairobi. 24th –25th May 2000

12. EXAMINERSHIP

Internal Examination – Doctoral Theses

Serial INo.	Name	Title	Institution/School
1.	Kithung'a, Peter Nzuki	<i>The Relationship between Perceived Quality Dimensions and Growth Strategy in Distance Education: The Case of External Degree Programme of the University of Nairobi, Kenya</i>	School of Continuing and Distance Education
2.	Mulwa, Angeline Sabina	<i>The Influence of Institutional and Human Factors on Readiness to Adopt E-Learning In Kenya: The Case of Secondary Schools In Kitui District in Kenya</i>	School of Continuing and Distance Education

13. MEMBERSHIPS

2009 to date -University of Nairobi Representative to the African Council for Distance Education's Technical Committee on Collaboration

1996 to-date -Member of the College of Education and External Studies Academic Board, University of Nairobi.

-Member of University of Nairobi Senate..

1990 to-date -Member of Faculty of Education Academic Board, University of Nairobi.

-Member of School of Continuing and Distance Education Academic Board, University of Nairobi.

1989 -Member of Faculty of Education Academic Board, Egerton University.

-Member of Faculty of Arts Academic Board, Egerton University.

1986 – 1988 -Member of Faculty of Arts Academic Board, University of Nairobi.

-Member of Faculty of Science Academic Board, University of Nairobi.

Member, University of Nairobi Alumni

14. AWARDS/GRANTS

1. 2012/2013: Coventry University Scholarship for PG Certificate and MA in Conflict Resolution Skills
2. 2007: Dean's Committee Research Grant for Doctoral studies
3. 2006: Split Scholarship Programme from VLIR for PhD Research Project data analysis
4. 1985-1986: Awarded a Scholarship at McGill University through the University of Nairobi to be trained for University teaching
5. 1981: Kenya Government University scholarship for Bachelors Degree

15. REFEREES

1. Prof. Henry Mutoro
Principal, College of Education and External Studies
University of Nairobi
P.O. Box 30197 – 00100
066-32021/117/8
Cell phone: 0722-747612
<hmutoro@uonbi.ac.ke>

2. Dr. Japheth Origa
Department of Education Communication and Technology
University of Nairobi
P.O. Box 30197, NAIROBI
Cellphone-0720468607

3. Prof. Christopher Gakuu
Department of Extra Mural Studies
University of Nairobi
P.O. Box 30197
NAIROBI
Cellphone-0722841432

4. Prof. David Macharia
Chairman, Department of Distance Studies
School of Continuing and Distance Education,
University of Nairobi
P.O. Box 92 – 00902
Kikuyu
Cell phone: 0721-729875
<davidmacharia139@hotmail.com>

5. Dr. Harriet Kidombo
Department of Educational Studies
University of Nairobi
P.O. Box 30197, NAIROBI
Cellphone-0722734058

6. Dr. Guantai Mboroki
Department of Educational Studies
University of Nairobi
P.O. Box 30197, NAIROBI
Cellphone-0722700239

Bowa, O.; Mulwa, A.; Kyalo, N., Mboroki, G. (2012) 'The influence of ICT Infrastructure on Readiness to adopt E-Learning in Secondary Schools in Kitui District in Kenya' Journal of Open, Continuing and Distance Education, Volume 2 Issue 1, page 23-66, UoN, Nairobi, <http://distance-education.uonbi.ac.ke/node/2379>, ISSN2074-4722

Abstract

The article explores the relationship between ICT infrastructure and readiness to adopt e-learning in secondary schools. It is based on literature review and field research by employing cross-sectional survey research design to determine the extent to which Information Communication Technology (ICT) infrastructure influences readiness to adopt e-learning in secondary schools in Kitui District. A single questionnaire coupled with observation schedule were used to collect data from 15 provincial and 36 District schools selected through stratified random sampling. Null hypotheses were tested by using two way ANOVA at 0.05 level of confidence and regression analysis. The results established that institutional factors such as infrastructure (connectivity, sources of energy and e-equipment) have a significant influence on readiness to adopt e-learning. However, most schools in Kitui district did not have adequate infrastructure to support the adoption of e-learning. It was recommended that the government should seek to address the issue of e-learning infrastructure, human resource capacity and the attitude of secondary school principals, teachers and students towards the adoption of e-learning in secondary schools in Kitui District and indeed all other districts before embarking on full scale implementation of e-learning in schools.

Key Words= Connectivity, Power/Energy, Equipment

Bowa, O.; Mulwa, A.; Kyalo, N., Mboroki, G. (2012) 'The influence of Human Resource Capacity on Readiness to Adopt E-Learning in Secondary Schools in Kitui District in Kenya' in The Africa Management Review, Department of Business Administration, School of Business, University of Nairobi. Vol. 2, No 2.

Abstract

In line with Kenya's Vision 2030, the government plans to adopt e-learning in all learning institutions. To achieve this, the Government aims to make education the natural platform for equipping the nation with ICT skills in order to create dynamic and sustainable economic growth. This article advocates for speedy facilitation of human resources capacity building in all secondary schools to make it possible for the teachers and learners to adopt e-learning to accelerate educational reforms and innovations for enhancing quality and equity. The article

explores the relationship between human resource capacity and readiness to adopt e-learning in secondary schools. It is based on literature review and field research by employing cross-sectional survey research design. The independent variable of the article was Human resource capacity, indicated by skills in ICT; availability of support staff; and availability of time to apply e-learning in the teaching and learning processes. The dependent variable was Readiness to adopt e-learning indicated by availability of sufficient e-learning equipment; and availability of relevant skills in handling e-learning. A single questionnaire coupled with observation schedule were used to collect data from 15 provincial and 36 District public secondary schools, selected through stratified random sampling. Null hypotheses were tested using one way ANOVA at 0.05 and regression analysis. The study established that human resource capacity had influence on the readiness to adopt e-learning. However the influence was not statistically significant. Generally, the human resource capacity was not adequate to support the adoption of e-learning in secondary schools in Kitui District. It was recommended that the government should seek to address the issue of human resource capacity in preparation to adopt e-learning in secondary schools in Kitui District and indeed all other districts before embarking on full scale implementation of e-learning in schools.

Bowa, O. (2011) "The Relationship Between Learner Characteristics and Academic Performance of Distance Learners: The Case of External Degree Programme of the University of Nairobi, Kenya" in Journal of Open, Continuing and Distance Education, Volume 1 Issue 2, pp. 29-50, UoN, Nairobi, <http://distance-education.uonbi.ac.ke/node/2379>, ISSN2074-4722

Abstract

This article presents findings of a study on the relationship between learner characteristics and academic performance of distance learners of the University of Nairobi in Kenya. Learner characteristics were defined as the personal circumstances of the learner that may affect his/her studies such as age, gender, marital status, size of family, educational background and income status. On the other hand, academic performance was defined as grades obtained by a learner in University examinations, consisting of coursework and semester examinations. The problem under investigation was that academic performance remained poor in spite of the study courseware and learner support services provided to the learners by the university. Qualitative and quantitative methods were used to collect data. The study targeted learners in parts II to V of the Bachelor of Education (Arts) distance study programme. The programme was then studied on the basis of the research question that aimed at finding out the relationship between learner characteristics and learner's academic performance in coursework and Semester examinations. The findings were that learner characteristics consisting of age, family size, entry academic qualification and supplementary income have a significant relationship with academic performance of learners in the course. Recommendations were made to review the External Degree curriculum, provide education support funds and enhance the provision of guidance and counselling to students.

Key Words: Learner Characteristics, Learner Support Services, Academic Performance, Distance Education, Open Learning

Bowa, O. (2011) "Causes and Responses to Violent Conflicts: The Case of 2008 Post Election Violence in Kenya" A paper presented in a PEHS Workshop on Non-Violent Action in Peace Building, Silver Springs Hotel, Nairobi, Kenya, 29th -30th June, 2011

Abstract

The purpose of this study was to analyse the root causes of the post election violence which was witnessed in Kenya in 2007/2008. The study also sought to evaluate responses to the Kenyan conflict by the international community. A literature review of articles on the 2007 post election violence was conducted and personal experience of the events used to supplement the literature review and to apply the tools of conflict analysis to the study. The study found out that the post election violence witnessed in Kenya in 2007/2008 was not simply about the disputed presidential election results but had many deep rooted causes. Among the causes were land disputes between ethnic groups, perceived political and economic marginalization of some ethnic groups, perceived personalization and abuse of presidential powers, perceived unjust legal system, ethnic hostilities and suspicion, corruption and impunity. It was also found that the immediate responses of the international community to end the violence concentrated on only one category of leaders-top politicians and on one main agenda-political power sharing, Although this strategy succeeded in quelling the violence, efforts to achieve sustainable peace must include the other players in the middle and lower sectors of the Kenyan society, attitudinal and behavioural factors and a host of other pertinent grievances that had fuelled the conflict.

Bowa, O. (2010) 'The Impact of Learner Support Services on Achievement of Bachelor of Education (Arts) Students in the External Degree Programme of the University of Nairobi in Kenya" in Journal of Open, Continuing and Distance Education, Volume 1 Issue 1, pp. 95-124, UoN, Nairobi, <http://distance.education.uonbi.ac.ke/node/2379>, ISSN 2074-4722

Abstract

This article presents findings of a study on the impact of learner support services on academic performance of distance learners in the University of Nairobi's External Degree programme. Learner support services were defined in the study as the cognitive and systemic support provided through tutoring, modern information communication technology (ICT), and administrative support that are provided to students in the study programme. Academic performance, on the other hand, was defined as the grades obtained by a learner in university examinations, consisting

of coursework and semester examinations. The problem under investigation was that academic performance of External Degree students remained poor in spite of the learner support services that were provided to the learners by the institution.

Qualitative and quantitative methods were used to collect data. Selected learners in Parts II to V of the programme were targeted for the study. The distance learning programme was then studied in the light of two research questions that aimed at finding out the contribution of learner support services to academic performance of learners in coursework and semester examinations.

The findings were that learner support services contributed immensely to the academic performance of learners. The poor academic performance was partly due to inadequate provision of learner support services to learners in the External Degree programme. On the basis of the findings, it was recommended that the University of Nairobi enhance the production capacity of study materials, boost library support at the regional centres and provide internet connectivity and related services at the regional centres. It was also recommended that the Government of Kenya provide a favourable ICT policy to facilitate provision of internet services to students in the regional centres within the country.

Key Words: Learner Support Services, Academic Performance, Distance Education, Open Learning

Bowa, O. (2009) "The Role of ICT Equipment, Connectivity and Access on Teaching and Learning in Education Institutions In Nairobi And Environs" a paper presented at a Workshop on Pedagogical Integration of ICT in Education in Nairobi and Environs held at the CCU, University of Nairobi- 20th February, 2009.

Abstract

Computer equipment, communications and related resources (ICT) are now commonly found in learning institutions and educators recognize that they can be used to support learning. In Kenya, learning institutions are rapidly embracing ICT in an effort to stay abreast of technological innovations in education and to improve the quality of learning. The purpose of this study was to examine the role played by ICT equipment, connectivity and access in schools to facilitate teaching and learning in Kenya.

Nine schools and one technical teachers college in Nairobi City and its environs were selected for the study and qualitative and quantitative data was collected from the schools on distribution of ICT equipment and their condition, quality of technical support provided, connectivity options used and access to teachers and learners. The data obtained was then analysed using qualitative and quantitative methods in order to show the role played by computer-based technology in facilitating learning and teaching in the selected schools.

The study found out that 90% of the learning institutions had computers. However, only 60% (6/10) of the institutions and 38.32% (128/334) of the computers were connected to the internet. The study also found out that the ratio of educators to computers was 1.05 (352/334) while the ratio of available computers to educators was 2.53 (352/139). Similarly, the ratio of learners to computers was 24.45 (6,822/279). Another finding of the study was that 80% (8/10) of the institutions had an ICT advisor/technician. The roles of the ICT advisor/technician varied from one institution to another but generally, their duties were to maintain and repair computer equipment; and to advise management on choice of ICT hardware and software. In some schools, they also taught computer skills to teachers and students. The study also found that institutions were using a variety of computer software for teaching, learning and administration and that there was no curriculum from the Ministry of Education to guide primary schools on how to integrate computers in teaching and learning.

It was concluded that, the use of ICT for learning and teaching is still at its infancy in most learning institutions in Kenya due to lack of a formal curriculum to follow especially in primary schools and limited ICT infrastructure. There is therefore urgent need to provide a curriculum to guide the use of ICT for teaching in primary schools and to improve the infrastructure. This will enable the institutions to benefit fully from ICT in their efforts to enhance the quality of education in Kenya.

Bowa, O. (2008) *The Influence of Learner Support Services on Academic Performance of Distance Learners: The Case of University of Nairobi External Degree Programme in Kenya*. PhD. Thesis, University of Nairobi, Kenya

Abstract

This study investigates the influence of learner support services and learner characteristics on academic performance of distance learners at the University of Nairobi. Learner support services are defined as the cognitive, affective and systemic support provided through tutoring, modern information communication technology (ICT), counselling and administrative support, while learner characteristics are defined as the personal circumstances of the learner that may affect his/her studies. Academic performance is also defined as the grades attained by a learner in university examinations consisting of course work and semester examinations. The problem of the study is that academic performance of External Degree students of the University of Nairobi continues to be poor in spite of the learner support services provided to the learners. The study investigates the influence of the learner support services and learner characteristics on academic performance of learners in course work and examinations.

A selection of students in the Bachelor of Education (Arts) programme of the university of Nairobi's School of Continuing and Distance Education was done to represent distance learners and to serve as a basis for an analysis of its main characteristics and their contribution to academic performance of the learners. Two hundred and twelve students were randomly selected in a cross sectional

survey research design for the study. The distance learning programme was then studied in the light of five research questions that aimed at finding out the contribution of learner support services and learner characteristics to learners' academic performance in course work and semester examinations.

Five major research questions were answered using correlation analysis, t-test and one-way ANOVA with post hoc tests. The findings were that most of the cognitive, affective and systemic learner support services did not contribute significantly to academic performance of the learners because the services were either not adequately provided or because learners lacked easy access to the services. However, learner characteristics consisting of part of study, age, family size, entry academic qualification and supplementary income were found to have a significant influence on academic performance of the learners.

On the basis of the results, it was concluded that learner support services and learner characteristics have a considerable influence on academic performance of distance learners in the External Degree programme of the University of Nairobi. Their influence varies in form and strength but all point to the weaknesses in the provision of support services in the External Degree programme. Recommendations were, therefore, made to enhance the development of study skills, provision of learning resources, establishment of modern ICT services at the regional centres and educational support fund, provision of guidance and counselling services and review of pre-university education policy. These interventions will enable the distance learners to realize the full benefits of learner support services and improve their academic performance.

Bowa, O. (2005) *Distance Education*, University of Nairobi Kikuyu Press

Abstract:

Distance education is a key course in Education at the undergraduate level. The course is designed to equip students with the knowledge and skills of Distance Education an innovative mode of providing education. The historical and theoretical developments of the subject are presented in lectures 1 to 5 under the topics of overview of distance education, administration and organization of distance education, historical development of distance education, theoretical approaches to distance education and models of distance education.

The roles of technology and media are discussed in lectures 6 to 10 under the topics of overview of the role of technology, types of technology in use today. This is followed by a discussion of the material development process under various types of media, with special emphasis on the print on the print medium in lectures 12 to 14. Assessment processes, record keeping and learner support services are then discussed in lectures 15 to 17. The study ends with a discussion of the economics of distance education in lecture 18.

At the end of the unit, the learner will be able to:

- (i) define and identify the characteristics of distance education
- (ii) trace the historical development of distance education
- (iii) explain the theoretical foundations of distance education

- (iv) discuss the technologies and media used in distance education
- (v) identify and discuss the various courseware used in distance education
- (vi) identify and discuss assessment, record-keeping and learner support services in distance education
- (vii) discuss the economics of distance education

The learner is also advised to read the essential reference books listed at the end of the text.

Bowa, O. (2004) *Industrial Geography*, University of Nairobi Kikuyu Press.

Abstract:

This study is a development of Human Geography into a specialized branch, namely, Industrial Geography. The learner is, therefore, expected to have studied and understood the basic concepts discussed in the study unit entitled GEG 204: Human Geography. Conceptually, Industrial Geography is an in-depth study of how man has exploited the physical environment through the use of technology to satisfy his own needs. The nature of industrial development in an area reflects the nature and extent of the exploitation and the pace and extent of economic advancement.

The study begins with a discussion of the history of industrial development and the nature of industrialization in underdeveloped countries in lectures 1 and 2. This is followed in lecture 3 by a discussion of the theories of industrial location and the factors influencing the location of industries in lectures 3 and 4. Classification of industries and the regional geography of industries are then discussed in lectures 5 to 10. Finally, the policies of industrialization and planning strategies for industrial development, with special emphasis on the third world, are discussed in lecture 11.

At the end of the unit, the learner will be able to:

- (i) Trace the history of industrial development
- (ii) State the characteristics of industries in the developed and developing economies
- (iii) Discuss the role of industries in economic growth and development
- (iv) Discuss industrial location theories
- (v) Rationalize the classification of industries
- (vi) Discuss the regional distribution of industries
- (vii) Evaluate industrialization policies and planning strategies for industrial development.

The learner is also advised to read the essential reference books listed at the end of the text.

Bowa, O. (1997) *Introduction to Research Methods in Education*, University of Nairobi Kikuyu Press

Abstract:

Introduction to Research Methods is a core course in Education at the Postgraduate Diploma level. The course is designed to train students in the basic skills of conducting educational research. The skills include identification and statement of the research problem, data collection and analysis, interpretation and presentation of research findings. This study consists of a series of 13 lectures presented under the following major themes:

- (i) nature of educational research
- (ii) the research problem
- (iii) data collection and analysis
- (iv) research findings
- (v) report writing

Each lecture starts with objectives, followed by a short introduction. The purpose of the introduction is to link the previous lecture with the next one to be learned. Each lecture has practice activities which the learner is expected to carry out and discuss with the tutor. In addition, there are assignments which the learner is required to work on after studying each section. The materials in the lecture notes are as self-contained as possible but the learner is advised to read the recommended texts to supplement the lectures.

Bowa, O. (1992) *Settlement Geography*, University of Nairobi Kikuyu Press.

Abstract:

This study is a development of Human Geography into a specialised area, namely, Settlement Geography. As such, the learner is expected to have studied and grasped the basic concepts discussed in the preceding study unit entitled GEG 204: Human Geography. Conceptually, the study of human settlements is basic to the study of Human Geography because the nature of settlements in any particular region reflects man's relationship with the environment. Furthermore, the form of settlement, that is, the way space is organized for human activity affects the pace and breadth of social and economic development. Thus the study begins with a discussion of the occurrence, distribution, evolution and functions of rural and urban settlements in Lectures 1 to 6. This is followed in Lectures 7 and 8 by a discussion of techniques of analysis of location patterns that can be used to test for "normalcy". Problems of human settlements are subsequently discussed in Lecture 9. Finally, possible solutions to the settlement problems are discussed in lectures 10 and 11 under the topics of urban and rural settlement planning, with the Kenyan case being discussed in detail in Lecture 12.

At the end of this unit, therefore, the learner will be able to:

- (a) describe the distribution, evolution and functions of human settlements
- (b) analyse location patterns of human settlements
- (c) discuss the problems of human settlements
- (d) discuss the policies and plans for human settlements

(e) discuss the settlement policies and plans in Kenya.
The learner is also advised to carry out the essential reading of the books listed at the end of each lecture.

Bowa, O. (1987) *The Role of the Informal Sector in the Economic Development of Kisumu District: A Case Study of the Rural Service Centres* (Unpublished Masters Thesis, University of Nairobi)

Abstract:

This study investigates the role of the 'informal sector' in the socio-economic development of Kisumu District in Western Kenya. The informal sector is defined as a collection of small-scale business enterprises engaged in manufacturing, service and retail trade activities. In the study, special attention is given to the rural component of the sector, with the view of finding out its capacity for growth and its employment creation potential.

A selection of small-scale manufacturing, service and trade economic activities, located in the rural service centres (designated for development) of Kisumu District was made to represent the 'rural-based' informal sector, and to serve as a basis for an analysis of its main characteristics and contribution to development in the rural milieu. Eleven service centres, defined as belonging to the rural environment, were randomly selected and these centres yielded 210 informal sector business establishments for the study. The sector was then studied in the light of three hypotheses which aimed to find out whether it contributes to the development of the District by reducing selectively the perceived extreme population pressure on farm land, the rural-to-urban migration of school-leavers seeking work, and whether it does succeed in providing profitable employment to these categories of persons among the rural population.

The three hypotheses were then tested by the 'means test', Chi-square test (X^2), and Multiple Linear Regression methods, respectively. The 'means test' revealed that the mean land holding per person employed in the informal sector of 0.34 hectares is significantly lower than the District's mean of 0.46 hectares per person. The critical t-value of -1.65 was found to be greater than the computed probability of -6 for 209 degrees of freedom. Hence, the null hypothesis was rejected and the alternative accepted that the informal sector tends to selectively employ people with smaller than average parcels of farm land in the District. Similarly, the X^2 test showed that when directed to look at the fate of primary school-leavers as an employment pool, the informal sector, in actual fact, employs a large proportion of both male and female operators in that category of school-leavers. For those with secondary school education, however, the proportion employed in the informal sector was found to be smaller than the District's average. In other words, with the exception of secondary school-leavers, the sector was shown to be responsible for reducing rural-to-urban migration by absorbing selectively that part of the rural population most likely to migrate to the urban centres to seek alternative employment outside agriculture. For the male informal operators, significance was obtained by a computed X^2 value of 55.91 as compared with

a critical value of 7.82. Similarly, the computed X^2 value for the female operators was 8.27 while the critical value was 5.99.

Finally, Multiple Linear Regression analysis was used to show that the profits in the informal sector businesses are significantly responsive to five 'business-influencing' factors, namely, 'the number of customers received', 'present value of fixed' and 'circulating capital', 'sub-sector of business activity (i.e. manufacturing, service and trade)' and 'rank of the service centre' in which the business is located. For the whole sector, these variables explained 47% of the variance in the profits of business. By sub-sectors, the total variance explained was 48% for 'trade', 26% for 'service' and 13% for 'manufacturing' economic activities while the explanatory variables were the 'number of customers received' and 'present value of capital' for 'trade', the 'value of circulating capital', 'number of customers received' and 'years of education' for 'service', and the 'number of customers received' and 'present value of capital' for 'manufacturing'. Thus, profits of business in the informal sector were shown to exhibit moderate to low responsiveness to the factors which normally influence business performance. This was concluded to be indicating the presence of problems of business performance and the potential for profitable economic growth of the informal sector in the District.

On the basis of the results obtained, it was concluded that the informal sector is vital as a means of relieving extreme population pressure on the land, reducing rural-to-urban migration of school-leavers at the lower levels of education, and as a source of potentially profitable economic activities. However, the recruitment of secondary school-leavers was found to be lower than the proportion of the population of the District with secondary school education. For this reason, it was recommended that the participation of secondary school-leavers in the informal sector should be promoted to enhance the capacity of the sector to absorb the potentially migrant school-leavers as a whole. Furthermore, the factors which normally influence business performance were found to be accounting for no more than 48% of the variability in business profits. Due to this, it was recommended that other factors, including the problems of business performance should be examined and resolved for a full realisation of the potential of the sector to the development of Kisumu District.

Bowa, O. (1982) *The Influence of Soils on the Agricultural Land Use Pattern in North Nyakach Location, Kisumu District* (Unpublished Undergraduate Dissertation, University of Nairobi)

Abstract

The study investigates the influence of soils on the agricultural land use pattern in the area. It is first established that most factors that affect agriculture are fairly uniformly distributed over the area. These include rainfall, temperatures, economic system, culture, and historical background. However, soil, which is another major factor affecting agriculture is found to be spatially differentiated.

The uniqueness in the spatial distribution of soil in relation to other factors affecting agriculture, thus made it possible to use soil index to test the degree to which agricultural activities are sensitive to its variations in potentiality. In so doing, the other factors were held constant or regarded as spatially homogeneous and, therefore, not likely to cause spatial variations in the pattern of agriculture. The study area was divided into two major soil zones and tests for differences using Chi square (X^2) and Mann Whitney U-Tests were applied on several indices of agricultural land use pattern. The general finding was that agricultural land use pattern showed very little sensitivity to variations in soil potentiality. This was interpreted to mean that the other factors such as rainfall, temperature, drainage, vegetation, physiography and cultural (farming) practices used have a strong modifying influence on soil and are, therefore, responsible, not only for the general lack of spatial differentiation of agricultural land use pattern, but also for the problems encountered in agriculture in the area. It was recommended that solutions for the farming problems in the area must also tackle the weather and cultural practices.