

IBRAHIM WAFULA KHATETE (PhD)

Senior Lecturer and Specialist in; Educational Planning, Policy, Monitoring and Evaluation, Statistics and Research Methods

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CURRICULUM VITAE

NAME: Ibrahim Wafula Khatete (PhD)

DATE OF BIRTH: 11TH November 1962

PLACE OF BIRTH: Bungoma

PERMANENT ADDRESS: Eldo – Baraka School,

P.O. Box 5747 - 30100

Eldoret

MARITAL STATUS: Married with five children

RELIGION Christian (Roman Catholic)

E-MAIL ADDRESS; ib2khatete6@gmail.com, Ibrahim_khatete@uonbi.ac.ke

EDUCATION

1. Ph.D in Educational Planning 2010, University of Nairobi.
Topic of Research “Role of the Education Commissions Recommendations in Planning Quality Education in Primary Schools in Kenya.
2. M.Ed in Educational Planning and Economics, Maseno University Kenya 1997 – 2002 by course work, Examinations and Thesis.
Topic: - “The Role of Education in Alleviation of Poverty among Urban Slum Dwellers.
3. Bachelor of Education (Science) (Minor Maths/Major Physics) Second Class Honours Upper Division, Kenyatta University, 1983 – 1986.
4. KACE (Kenya Advance Certificate of Education), Musingu High School, Kakamega, Kenya
1980 – 1981. Two principals and 2 subsidiaries
5. EACE (East African Certificate of Education). Teremi High School, Bungoma, Kenya
1975 – 1979. Second division
6. CPE (Certificate of Primary Education). Luuya P. School, Bungoma 1975

OTHER COURSES ATTENDED

1. Certificate in Emerging Practices in Development Evaluation 25th March to 12th May 2013
Sponsored by UNICEF in Collaboration with IOCE
2. Certificate in National Evaluation Capacity Development for Country-led M&E systems 14th January to 24th March 2013 Sponsored by UNICEF in Collaboration with IOCE

3. Certificate in Equity Focused Evaluation 2nd September 2012 to 6th January 2013 Sponsored by UNICEF in Collaboration with IOCE
4. Computer Studies in Data Analysis (SPSS), 2007
5. Microsoft Office
6. Adobe Reader
7. Publisher
8. Various courses on Educational Management
9. PEDAL online course September to November 2020 sponsored by PASGR
10. Several courses on online teaching and examination 2020/2021 by the University ICT staff

WORK EXPERIENCE :- (A) TEACHING

1. **Senior Lecturer** Department of Educational Administration and Planning
University of Nairobi, May 2015 to date. Teaching Educational Planning, Policy Monitoring and Evaluation and Statistics
2. **Lecturer Department** of Educational Administration and Planning
University of Nairobi, March 2011 to May 2015. Teaching Educational Planning, Policy, Monitoring and Evaluation Research and Statistics
3. **Assistant Lecturer** Department of Educational Administration and Planning
University of Nairobi, November, 2004 to March 2011. Teaching Educational Planning, Policy, Monitoring and Evaluation, Research and Statistics
4. TSC (Teachers Service Commission) Principal, Umoja Secondary School, Eldoret Kenya, 1994 – 2004.
3. TSC (Teachers Service Commission) Deputy Headmaster Tambach High School, Iten, Kenya, 1989-1993.
4. TSC (Teachers Service Commission) Teacher of Maths and Physics, Tambach High School, Iten, Kenya 1986 – 1989.
5. Untrained Teacher, Bwake Secondary School, Bungoma, Kenya, 1982 – 1983.

Responsibilities

1. **Manager** - Strategic Management Unit (SMU) College of Education and External Studies, Kikuyu Campus University of Nairobi May 2015 to 2020
2. **Volunteer Student Counsellor/Mentor September 2019 to date**
3. **A member of the Student Mentorship Committee CEES February 2016 to date**
 - In-charge of student affairs at the College of Education and External Studies University of Nairobi
 - To ensure that students reciting at the university Hostels are allocated rooms, rooms are clean, common areas are kept clean and habitable, adequate and variety of meals are provided, hiring and organizing payments for casual workers, performance evaluation of workers in the unit, approve leaves for staff at the unit and prepare budgets for the unit
 - Ensure security of students is maintained at all times.
4. **Assistant Coordinator Somalia Master of Education (MEd.) for ministry of education officials in Puntland, Somaliland and South- Central (Mogadishu) Course Program February 2014 to 2016 under UNES consultancy and Sponsored by the CfBT, Responsibilities;**
 - Developing and Implementing a two year Masters in Education in Educational Administration as an assistant program officer

- Teaching Planning units for staff at Ministry of Education in Federal Republic of Somalia – Puntland, Somaliland and South Central Somalia
 - Coordinating the implementation of the program to ensure that examinations are set and moderated externally and internally and marked
- 5. Departmental Examinations Officer** Department of Educational Administration and Planning 2009 to 2016 – Coordinating all examination activities of the department; external examination, moderation of exams, submission of examinations to the university examination centre, organizing examination timetable and keeping examination records for the department.
 - 6. Member of University Timetabling Committee as School of Education Representative** 2007 To Date and School of Education Timetabler;
 - Make the teaching timetable for all undergraduate courses offered by the school of education, allocate appropriate rooms for teaching, to ensure that teaching schedules run smoothly
 - Represent the school at the University senate timetabling committee meetings to ensure that appropriate semester dates for the school are factored into the main university academic calendar of events
 - 7. Convenor School of Education Marketing Committee College of Education and External Studies University of Nairobi 2012 to 2016** responsibilities were;
 - To market all academic programs of the school of education at all for a during open days, commission of university exhibitions, national shows and exhibitions, and at any other opportunities that may arise
 - 8. Teaching Practice Zonal coordinator** Kisumu Zone Teaching Practice 2015 - 2018
 - 9. Served on different committees of the college** i. a member of the strategic planning committee of the college of Education and external studies 2018 ii. College drugs and substance use committee member 2017 to date iii. A member of planning committee on CEES at 50 2021i.

COMMUNITY :-

Member of the Board of Management Kibabii Diploma Teachers Training College, Bungoma County August 2019 to date

Chairman Board of Management Chekulo Baptist Secondary School Bungoma April 2019 to date

Member of Board of Management Chekulo Friends School, Bungoma County April 2019 to date

Patron Kikuyu Campus Catholic Christians Association 2007 to date

Chairman, Parish Council, Christ the Redeemer Catholic Church, Kapsoya Parish, Eldoret Diocese 2004 – to 2007.

Secretary Catholic Men Association, Kapsoya Parish, 1997 – 2004.

OTHER EXPERIENCES:-

Presiding Officer, Electoral Commission of Kenya 2002 General Elections, Eldoret South Constituency.

Chairman – Rift Valley Secondary Schools Drama Association, 2001 – 2003.

Secretary – Kenya Secondary School Heads Association Uasin Gishu district – 2000 – 2003

PROFESSIONAL EXPERIENCE

- i. Senior Lecturer of educational planning teaching the following courses all levels from undergraduate, Masters' and doctoral level

Courses taught:	Evaluation rating by students (%)
• TAP 507 Policy Formation in Educational Planning	90
• TAP 540 Theories and Concepts in Educational Planning	90
• TAP 542 Methodologies in Educational Planning	90
• TAP 548 Evaluation Strategies in Educational Planning	85
• TAP 508 Monitoring and Evaluation	85
• TAP 544 Population Studies in Educational Planning	-
• TAP 502 Research Methods in Education	-
• TAP 501 Statistics in Education Research	85
• TAP 602 Advanced statistics in educational planning	90
• TAP 608 Policy Options in Education	90
• TAP 609 Education and Development	-

- ii. 2007 – 2016- Departmental examinations officer for all courses offered by the department of Educational Administration and Planning (Curriculum Studies, Educational Administration, Economics of Education, Educational Planning, Cooperate Governance and Education in Emergencies), School of Education, University of Nairobi.

Responsibilities;

- Ensure examination question papers are set in time by all staff
- Arrange and coordinate for internal moderation of examinations and organize for external examination.
- Oversee, coordinate and ensure efficient management of internal examination for Students
- Arrange and coordinate internal moderation of exam results
- Ensure uploading of marks and accurate records for student marks
- Generate graduation lists for graduate students in the department to allow for efficient procedures

iii. Acting chairman Department of Educational Administration and Planning

- On several occasions latest 19th November to 30th November when substantive chairman was on annual leave.

iv. Coordinator Department of Educational Administration and Planning Kisumu Campus 2015 to 2017

- Initiated and established the Master of Education in Educational Administration and Planning at the Kisumu Campus by the time of exit the center had enrolled over 30 students.

Research and Consultancy Services

- a. Ph.D in Educational Planning 2010, University of Nairobi.

Topic of Research “Role of the Education Commissions Recommendations in Planning Quality Education in Primary Schools in Kenya.

- b. M.Ed in Economics of Education and Planning, Maseno University Kenya 1997 – 2002 by course work, Examinations and Thesis.

Topic: - “The Role of Education in Alleviation of Poverty among Urban Slum Dwellers.

- c. End of Project Evaluation on Improving Governance of Decentralized Funds in Kenya Project for World Vision Kenya September 2012. Second lead researcher under Education Enhancement Centre Nairobi Kenya.
- d. Conducted Research on, Community Information Pack for Engagement in Kenya’s Education Reform Process and Monitoring of Basic Education Service Delivery for World Vision Kenya may 2012
- e. September 2010 to November 2010 participated as the lead researcher in rift valley province for OWN Research firm during the Kenya Sector Support Program KESSP sponsored by the DFID end of project evaluation.
- f. Participated in the End of Project Evaluation on Early Grade Reading Instruction Curriculum (EGRIC) sponsored by the USAID and University of Nairobi 2014. A project that attracted over KShs. 100 million
- g. Lead researcher in the ASAL region (Wajir, Garissa, Kitui, Mandera, Marsabit, Isiolo, Samburu and Turkana counties) on evaluation of SIP and EGMA programs June – July 2019
- h. Participated in Tusome Evaluation Program on EGRIC in Kakamega county May 2019

Generation of funds for the University

- i. Kisumu Program has raised approximately KShs. 8,805,000
- ii. Somalia Program generated Kshs. 24,940,000 from 2014 April to date
- iii. As an SMU manager have helped to raise KShs. 1,320,000 from 2016 to date through visitors accommodation
- iv. Organized the Kikuyu SMU to reduce debt to creditors from over 9 million shillings to now 6 million shillings

RELEVANT COURSES ATTENDED

Professional Development and Capacity Building

- Masculinity, Gender Based Violence, HIV & Aids and Engaging Men & Boys to Combat SGBV Organized by the University of Nairobi and UNHCR, Facilitated by MENGEN (Men foe Gender Equality Now) held at Kenya Institute of Education, NACECE Centre Nairobi, 26th to 30th June 2010
- ESAR Training Workshop on Education in Emergencies held on 16th to 19th March 2010 at Kasarani Sportsview Hotel Nairobi Sponsored by the University of Nairobi,save the Children and UNICEF
- Linkages of Industry with Academia (LIWA) Programme 2011 on the theme ‘Private Sector and Industry Capacity, Development towards Vision 2030 and MDG’s’26th to 29th

July 2011

- Certificate in Emerging Practices in Development Evaluation 25th March to 12th May 2013 Sponsored by UNICEF in Collaboration with IOCE
- Certificate in National Evaluation Capacity Development for Country-led M&E systems 14th January to 24th March 2013 Sponsored by UNICEF in Collaboration with IOCE
- Certificate in Equity Focused Evaluation 2nd September 2012 to 6th January 2013 Sponsored by UNICEF in Collaboration with IOCE
- Computer Studies in Data Analysis (SPSS), 2007 (Microsoft Office, Adobe Reader, Publisher)
- Various courses on Educational Management
- PEDAL online course September to November 2020
- Several courses on online teaching and examinations 2020 to 2021

AWARDS

- **Certificate of Recognition by the University of Nairobi for the commitment, dedication and resilience in the preparation for and participation in the 2013 Nairobi International Trade Fair held on 30th September to 6th October 2013**
- **TECHNICAL, VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS' CAPACITIES IMPACT ON MANPOWER DEVELOPMENT FOR THE REALIZATION OF ECONOMIC PILLAR OF THE KENYA VISION 2030 " BEST PAPER AWARD / CERTIFICATE by IASET's Global Research Forum 2018**
- University of Nairobi Dean's Committee (PhD Research Grant) 2008
- University of Nairobi Dean's Committee (PhD Research Grant) 2010
- Kenyatta University, Second Class Honours upper division (Bachelor of Education-science)1986

PROFESSIONAL MEMBERSHIP OF SOCIETIES

- EMSK – Education Management Society of Kenya **2005 to date**
- SEREK – Society of Research and Evaluation Kenya from 2014 to date
- E-Learning Africa

CONFERENCES ATTENDED

- International Conference Organized by EMSK held at the University of Nairobi 26th to 28th April 2011 theme Managing Kenya Education in the New Constitution for Vision 2030.
- Presented a paper at the first international conference of the college of education and external studies kikuyu campus October 24th to 26th 2018; **Capacity of Technical, Vocational Education and Training Trainers on Manpower Development for Realization of Sustainable Development Goals.** (Khatete Ibrahim)
- Presented two papers at the conference organized by the Society of Educational Research and Evaluation Kenya (SEREK) conference at Maseno University venue Kisumu hotel 8th – 10th March, 2017
- **1. SECONDARY SCHOOL HEAD TEACHERS' STRATEGIES ON MAINTENANCE OF PHYSICAL FACILITIES IN WESTERN REGION, KENYA** By Khatete Dorice (PhD) and Khatete Ibrahim (PhD) **University of Nairobi.**
- **Paper reviewed and published**
- **2. EXTENT OF SCHOOL MANAGEMENT COMMITTEES' ON**

- **PROVISION OF TEACHING/LEARNING RESOURCES IN PUBLIC PRIMARY SCHOOLS IN KENYA; A CASE OF KISII SOUTH SUB-COUNTY** Khatete Ibrahim and Mogute Priscah K. University of Nairobi.
Paper reviewed and published
-

Presented two papers at Education Management Society of Kenya (EMSK) organized conference at Egerton University Kenya October 2019

1. **IMPACT OF INFRASTRUCTURE DEVELOPMENT AT TECHNICAL VOCATIONAL EDUCATION INSTITUTIONS ON ECONOMIC DEVELOPMENT IN WESTERN KENYA** (*Chepkoech Selina¹, Genevieve Wanjala² and Khatete Ibrahim³*)
 2. **Provision of Instructional Material Provision on Learners Participation in Early Childhood Development and Education in Public Primary Schools in Embu County, Kenya** (Kamwitha Anastasia Muthanje¹, Ibrahim Khatete², Andrew Riechi³) 3 to 4th October 2019
- **Influence of Pupil- Teacher- Ratio on Dropout in Public Primary Schools in Mwala Sub County, Kenya** (Anastasia Kawitha and Dr. Khatete Ibrahim) Online conference organized by the school of Education Egerton University online 4th October 2020.
 - Participant at the International conference on Beyond 2015: Gender Milestone in Education in Developing Countries Organized by the association of Commonwealth Universities (ACU) and University of Nairobi 1st September 2014.
 - 1st Annual International Interdisciplinary Conference on Africa's Golden Jubilee: Assessing 50 years of Scholarship and Development in Africa organized by the Department of Research of the Catholic University of Eastern Africa (CUEA) from 26th to 30th June 2012 Presented a paper at the conference

PUBLICATIONS AND PRESENTATIONS

BOOKS

3. Orodho J. A, Khatete I, and Mugiraneza J. P (2016) Concise Statistics; An Illustrative Approach to Problem Solving. Maseno, Nairobi Kenya; Kanezja Happyland Enterprises.

ARTICLES AND PAPERS

1. Hashakimana T. Khatete I. W and Mutegi R. G. (2021). **The Influence of Parental Incomes on Internal Efficiency of Public Primary Schools in Western Province-Rwanda.** Journal of Humanities And Social Science (IOSR-JHSS) Volume 26, Issue 6, Series 12 (June. 2021) 06-16
e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org

Abstract:

It is indisputable fact that the progress of a country is highly dependent on quality education provided to its citizens (2016). This study sought to investigate the influence of parental incomes on internal efficiency (dropout and repetition rates) of public primary schools in Western province of Rwanda. The hypothesis tested was, “there is no significant relationship between parental incomes on internal efficiency (dropout and repetition rates) of public primary schools in Western province of Rwanda”. Materials and Methods Mixed method research design was employed. The target population was 9217 people. Slovene formula, stratified sampling, simple random sampling and purposive sampling technics were used to select sample size of 553 respondents including 408 students, 115 teachers 28 head teachers and 2 District Directors of Education (DDE). Questionnaires, interview guide and document analysis schedules were used to collect the data. SPSS 22nd and STATA 13th were used to inter and to analyze the data. Both descriptive and inferential statistics were computed, Tables and Graphs and Textual Model were used to present the findings. Results Throughout the findings, it was established that 53.4% of pupils’ families have average income, 66.60% of the pupils have never take breakfast, 68.4% have never take lunch, while 42.20% were always involved in domestic chores on school days. It was also indicated that pupils whose families were in the category I of Ubudehe. Pupils who have never take lunch, recoded the lowest mean scores in PLE of 2019. Equally important, pupils who often failed to report to school due to lack of school materials, and those who always involved in domestic chores (caring for siblings, look after cattle, collecting firewood, cooking and fetching water) on school days recoded the lowest mean scores < 50% in PLE in 2019. The overall findings revealed that there is a significant relationship between parental incomes and internal efficiency of public primary schools in Western province of Rwanda. Key terms: Parental Income, internal efficiency, dropout rate, repetition rate, public primary school, and Ubudehe Category.

2. Dufitumukiza, A., Wanjala, G., & Khatete, I. (2021). **Nine year basic education policy interventions and students’ enrolments rates at lower secondary level: A lesson from Rwanda.** Journal of Higher Education Policy and Leadership Studies, 2(1), 94-112. DOI: <https://dx.doi.org/10.29252/johepal.2.1.94>

Abstract:

This study examined the relationship between Nine Year Basic Education (9YBE) Policy interventions and students’ enrolment rates at Lower Secondary in the Republic of Rwanda. The study analyzed views of 218 teachers in 29 day-lower secondary schools in Gisagara District. Questionnaire and focus group discussions were research instruments. Data were

analyzed using frequency tables, percentages, and chi-square test at the 0.05 significance level. The respondents (98.46 %) rated the 9YBE policy interventions to have an association with students' enrolments rate due to the combination of interventions. Chi-square test results showed that each 9YBE policy intervention scored a p-value less than 0.05. This infers that the 9YBE policy interventions had a statistically significant association with students' enrolment rates by addressing child, household, and school-based problems simultaneously. Moreover, a supporting system for overage children and those who progress without prerequisite competencies was suggested as a policy option for high enrolment.

Keywords: Nine Year Basic Education (9YBE) Policy, Teachers' Perception, Students' Enrolment, Educational Intervention, Rwanda Education System

3. Hashakimana T. Mutegi R. G and Khatete I. (2021). **Influence of Family Housing Conditions on Academic Completion Rates of Pupils in Public Primary Schools in Western Province of Rwanda.** Journal of Education Volume 4||Issue 1||Page 19-32||February||2021| Email: info@stratfordjournals.org ISSN: 2616-8383

Abstract:

Education is the main agent of change in both developed and developing countries. Family housing conditions have a role to play in the learning process of the siblings. The purpose of this paper was to examine the influence of family housing conditions on academic completion rate of pupils in public primary schools in Western province of Rwanda. The paper tested the hypothesis that there is no statistically significant influence of family housing conditions on academic completion rate of pupils in public primary schools in Western Province of Rwanda. Mixed method research design was employed. The study targeted 96 primary schools making the population of 9127 people including primary six pupils, teachers, head teachers and District directors of education. The Solvin's sampling formula, Stratified, purposive and simple random sampling techniques were used to select the sample size of 384 pupils, 115 teachers, 28 head teachers and 2 DDE. The questionnaires, interview guide and document analysis schedules were used to collect the data. The findings revealed that the distance used to get clean water; the size of family house and the source of power (light & heat) used show the highest influence on pupils 'completion rates. The majority of teachers' responses at 82.9% agreed that family housing conditions influence grade scores and completion rate of pupils in Western province of Rwanda. However, the computed linear regression shows that there is no statistically significant influence of family housing conditions on the completion rate of pupils in public schools as indicated by the critical values of 0.170; 0.552; 0.532; 0.711; 0.282 >p (0.05). It was also revealed that family housing conditions can only explain 3.90% of the pupils' completion rate in primary schools in Western Province of Rwanda. The study recommends that learning should not solely left to pupils-teachers relationship but it should be extended to include the clear role and active participation of parents. Government should improve social service (clean water, electricity etc..) provided to its people and make it available to every household, parents ought to understand and implant family planning programs.

Key words: Family Housing Condition; Academic Completion; Public Primary School

4. Chepkoech S. Khatete I and Wanjala G. (2020). **Influence of Trainees' Entry Qualification on Skill Development for Kenya's Realization of Her Development Agenda.** International Journal of Research and Innovation in Social Science (IJRISS) |Volume IV, Issue XI, November 2020|ISSN 2454-6186

Abstract:

The purpose of the study was to examine how entry qualifications of trainees at Technical Vocational, Education and Training (TVET) institutions impact on skill development for Kenya's development agenda. The study was a qualitative case study of three cohorts (2016, 2017 and 2018) being the groups that had done national Influence of Trainees' Entry Qualification on Skill Development for Kenya's Realization of Her Development Agenda examinations set by Kenya National Examinational Council (KNEC) at the time the study was carried out. Data was gathered using questionnaires and document analysis. Data analysis involved verification of the entry requirements for one to be enrolled in a given course vis-a-vis the policy governing admissions, actual enrolments in the courses offered and trainees' performances at the Kenya National Examinational Council examination. The study established that there was strong correlation of 0.798** in a 2 tailed test between trainees' initial qualifications and academic achievement, a measure of skill formation. However initial entry qualification of trainees was generally low with over 60 percent of the trainees having scored grade D+ and below in their pre-entry examination leading to poor academic achievement, a state that was more pronounced in Science oriented courses. It was further established that the main cause of low achievement of the trainees in the science oriented courses investigated were that the trainees had registered for the courses based on the minimum grade requirement but had poor grades in Science subjects. These findings indicated that Kenya was unlikely to achieve a manpower development needs if this trend continues. As such the study recommends for the need to revise minimum requirements in the cluster subjects to be considered for admission to various courses. The institutes should provide proper career guidance for prospective trainees to help them make informed choices regarding courses to be pursued not only on the basis of their interests but also on their academic abilities as demonstrated in their entry examination performances.

Key Words: Entry Qualification, Development Agenda, Realization, Skill Development

5. Kamwitha A. M. Khatete I. and Riechi A. (2020). **Instructional materials provision on learners' participation in early childhood development and education in public primary schools in Embu County, Kenya.** African Educational Research Journal Vol. 8 (2), pp. 248-257, June 2020 DOI: 10.30918/AERJ.82.20.056 ISSN: 2354-2160

Abstract:

Early Childhood Development and Education advancement is aligned to the global consensus that helps in development of children's emotional, intellectual, social and physical well-being. It is with this background that the study sought to establish the instructional material provision on learner participation in Early Childhood Development and Education in public primary schools in Embu County, Kenya. The objectives of the study were to: establish acquisition of instructional materials; assess the quality of instructional materials; determine the sharing of instructional materials; establish the effect of book/pupil ratio on progression. The study targeted head, ECDE, lower and upper primary teachers in 381 primary and 380 ECD schools. Stratified random sampling was used to select schools from the five sub counties. Purposive random sampling was used to select teachers. Descriptive survey design was used to collect the data by the use of questionnaires. Collected data was analyzed using SPSS. Results were presented in form of frequency tables, graphs. From the findings, 70.3% of the primary teachers showed that the schools get instructional materials from the county government though not adequate, 55% of the ECD teachers said that materials were of high quality since they prepared them, 67.5% of ECD teachers agreed they share materials with Grade 1 and 33.3% ECD teachers stated that book/pupil ratio negatively affects children

ability to do homework. The study recommends that the county government in partnership with other stakeholders should provide adequate instructional materials in ECD schools in the county. Keywords: ECDE instructional materials, ECDE pupil-textbook ratio, ECD participation, ECDE school resources, ECDE in Embu, education quality

6. Kamwitha A. M. Khatete I. W & Riechi, A. R (2020). **Teacher Competency on Learner Promotion in Embu County Integrated Public Primary Schools, Kenya.** World Journal of Education Vol. 10, No. 3; 2020

Abstract:

Investing in ECDE is one of the challenging cost-effective commitments that a government can undertake. Investing in quality ECDE can improve a child's well-being and minimize educational and poverty gap. Teacher competence is an important tool towards the realization of holistic development of children. It is with this background that the researcher sought to study teacher competence on Learners' promotion in Embu County integrated public primary schools, Kenya. The study adopted cross-sectional survey research design across a target population of 381 public primary schools, 381 head teachers, 3951 primary teachers and 380 ECD teachers in the five sub-counties. Stratified random sampling was used to select schools from the five sub-counties; simple random sampling was used to select public primary teachers and head teachers in five sub-counties. Questionnaires were utilized as the instruments of the study. Quantitative data collected was analyzed using SPSS software. Based on the results, the study found that most (73%) of the primary teachers are unable to handle ECD pupils transiting to primary section since they could not understand the content taught and teachers have inadequate experience for teaching ECDE class. The study also found that most (50%) of the head teachers do not avail curriculum support materials. The study recommends that the teacher training colleges should incorporate courses that equip teachers with skills to handle pupils transiting from ECD classes to primary section. The schools also should provide books to a pupil book ratio of 1:1 so as to execute the new competent based curriculum. Keywords: teacher competence, early childhood development education, curriculum materials, promotion

7. Khatete I. and Kamwitha A. (2020). **Influence of Early Childhood Development and Education Teachers' Professional Qualifications on Learner Competencies in an Integrated Public Primary School System in Embu County, Kenya.** *International Journal of Research and Innovation in Social Science (IJRISS)*. Volume IV Issue II February 2020. ISSN No. 2454-6186

Abstract:

Early Childhood Development and Education (ECDE) play a crucial role in setting direction of the children physically, socially, emotionally and cognitively for school life. It lays crucial resilient foundation for children in their life. The programme gives a chance for the child to develop competencies necessary for transition to Grade 1. Teacher professional qualification among many others is a single reliable variable that determines the child's acquired competencies. At this stage children identify and depend on those close to them virtually on everything. The purpose of this study was to establish the influence of ECDE teachers' professional qualifications on children learning in early childhood development centres integrated in public primary schools in Embu County, Kenya. A total of 381 centres in public primary schools in Embu County were targeted. Stratified random sampling was used to select the schools for the study from the five sub-

Counties. The main tools for data collection were a questionnaire, document analysis and observation schedule to yield both qualitative and quantitative data. Descriptive research was used to analyse data with the aid of the computer software package SPSS. The study found that ECDE teachers' professional qualifications had an effect on learners in early childhood development and education learning. Based on the results, the study recommends that teachers handling ECDE classes should be equipped with relevant competencies and skills for handling learners preparing to transit from ECDE classes to grade one encouraging growth of the child holistically. The relevant departments within the Ministry of Education and the county government of Embu should monitor ECDE centers and ECDE teachers' training colleges on how they instruct them on how to handle children's growth especially in the competencies required in the society they live in. This would ensure smooth transition of pupils from ECDE classes to other grades and complete the purpose of mainstreaming of ECDE learning in primary schools.

8. Kamwitha Anastacia and Khatete Ibrahim (2020). **Effect of Pupil-Teacher Ratio on Graduation Rate of Early Childhood Development and Education in Embu County Public Primary Schools, Kenya.** *Journal of Pedagogy, Andragogy and Heutagogy in Academic Practice (JPAHAP)* ISSN: 2708-261X, Vol. 1, No 1, 2020, pp. 18 - 21 <http://uonjournals.uonbi.ac.ke/ojs/index.php/pedagogy/issue/view/66>

Abstract:

Early years of human growth and individual enactment are important throughout one's life. Low ECDE levels undermine the expected social and economic benefits of public and private investments in children's education at later stages in life. It is with this background that the study sought to examine the effect of pupil/teacher ratio (PTR) on graduation rate in early childhood development and education in public primary schools in Embu County, Kenya. The study adopted a cross-sectional survey research design across a target population that comprised of 381 ECDE teachers in public primary schools in Embu County. Stratified random sampling was used to select the schools for the study from the five sub-Counties. Questionnaires were utilized as the instruments of study. Quantitative data collected was analysed using SPSS software. The study found that ECDE pupil/teacher ratio (PTR) had an effect on early childhood development and education graduation rate since the schools had inadequate trained teachers. Based on results, the study recommends that the number of ECDE teachers handling ECDE classes be increased so that learners transiting from ECDE classes are able to receive maximum attention and thus grow holistically. Index Terms: Pupil/Teacher ratio (PTR), graduation rates, Early Childhood Development and Education (ECDE), education quality, transition.

9. Ibrahim, K. (2020). **Monitoring and Evaluation of Teacher Effectiveness , A Case of Teacher Performance Appraisal and Development Tool in Public Secondary Schools in Nyandarua South Sub- County, Kenya.** *Advances in Social Sciences Research Journal*, 7(1), 320–329. <https://doi.org/10.14738/assrj.71.7660>

Abstract:

The purpose of this study was to investigate the monitoring and evaluation of teacher

effectiveness a case of Teacher Performance Appraisal and Development tool (TPAD) in public secondary schools in Nyandarua South Sub-county, Nyandarua County, Kenya. The study was set to achieve three objectives; To determine the influence of teacher clog in and clog out exercise on teacher performance in public secondary schools in Nyandarua South Sub-county, Nyandarua county Kenya, to examine the influence of teachers' class registers on teacher performance in public secondary schools and to determine the influence of teachers adherence to school deadlines on their performance in public secondary schools. The study was guided by Performance Appraisal Model and benefited from descriptive survey research design. The target population was all 18 public secondary schools in Nyandarua south sub-county. The respondents were 18 Principals, 18 deputy Principals 20 H.O.D s and 90 teachers being a sample size of 30 percent of the entire public school population. Teachers were sampled using simple random sampling to obtain five teachers in every sampled school, totaling to 90 teachers. Questionnaires, interview guide and document analysis guide formed the instruments used for data collection. Descriptive statistics was used to analyze collected data. The study findings revealed that monitoring of teachers on their reporting on duty and leaving from duty improved the teachers stayed in school hence more contact time between teachers and learners in school, the monitoring of teacher class attendance improved teachers' syllabus coverage. A majority of the schools are completing the syllabus coverage in time. The teachers are now able to do revision as they prepare students for examinations and promotion to the next grades. The meeting of deadlines has created a positive culture among the teachers in the schools. The teachers now look at meeting the deadlines set by the schools as a good thing that is making them more responsible. Lastly the strategies being used to monitor teachers attendance on their duties has resulted into impressive performance of teacher in their duties. Based on the findings and Conclusions of the study, it is recommended that TPAD tool for monitoring teachers on time management should be emphasized. The practice should be borrowed and applied to other areas of school operations.

10. Dicho E. C. and Khatete I. (2019) **An analysis of Internal Efficiency in Primary school education in Western Equatorial State of South Sudan between 2009 and 2013.** International Journal of Science and Research (IJESR), volume 9 issue 1 Jan – Feb. 2019 ISSN 2249-6947

Abstract:

The purpose of this study was to analyze progress made towards attainment of Universal Primary School Education in Western Equatorial State (WES) of South Sudan within the scope of participation and internal efficiency. The descriptive research survey was used to capture data from Education Management Information System (EMIS) that was used in the cohort analysis tool to determine progress between 2009 and 2013 and how much of the resources were wasted in this period. It was found that dropout rate and repetition were high in Western Equatorial State (WES) in addition, girls dropped out and repeated more than boys in the state between 2009/2010 and 2012/2013. The WES primary education system was only 14 percent and 17 percent efficient in 2009 and 2012 respectively. Wastage ratio was high in both cases, graduates were being produced at 6 and 7 percent times more than the ideal cost at the primary school level in 2009 and 2012 accordingly. Wastage due to dropout accounted for 85 and 88 percent in 2009 and 2012 respectively. The survival rates in 2012/2013 were higher than those of 2009/2010 but decreased with increase in grade level. In 2012/2013, only 12 percent of the pupils managed to survive to the last grade (P8). Of the 58 percent that enrolled

in 2013, only 9 percent completed primary education level. An improvement of 12.5 percent in Completion Rate (CR) was registered.

11. Khatete I. W and Chepkoech S (2018). **Technical, Vocational Education and Training Institutions' Capacities Impact on Manpower Development for the Realization of Economic Pillar of the Kenya Vision 2030.** International Journal of Humanities and Social Sciences, Vol. 7 Issue 2 (2018) pp 31 - 42

Abstract:

Developing countries are now looking at Technical, Vocational education and Training as a vehicle to propel them into being among industrialized nations in the world. Efforts are now being concerted in those countries to refurbish and revamp technical institutions to help them realize the dream. It is on this basis that Kenya, just like other developing countries has embraced TVET as a key driver to Human Resource Development to facilitate her ambitious economic development plan Kenya Vision 2030. As such, various reforms were initiated at TVET institutions such as Curriculum reforms to enhance its relevance, provision of adequate and qualified Trainers, enhancement of infrastructural development and provision of adequate teaching and learning resources among other measures. As the clock ticks toward the year 2030, the target year for which envisaged development need to have been realized, this study aimed at establishing the capacity of TVET institutions to produce relevant manpower for the realization of the economic pillar of the Kenya Vision 2030 development agenda. The study aimed at; establishing the relevance of courses at TVET institutions in view of the country's' development aspirations, the entry qualifications of Trainees and the competency of Trainers as reflected by their qualifications. The study was grounded on theoretical foundations of Human Capital Theory. Correlation research design was used for the study. The study was carried out in 10 TVET institutions that had been in existence more than 5 years prior to the date of the study in Vihiga, Kakamega, Busia and Bungoma Counties and all companies that offer internship opportunities to TVET Trainees. Target population was 8001 Trainees, 100 heads of department, 10 Human Resource Managers and 10 principals. Questionnaires, interview schedule, observation and document analysis guide were principle instruments for data collection. The study established that majority of Trainees were pursuing of courses that were irrelevant to development of skills in line with country's' development aspirations; the initial qualification of Trainees had low entry qualifications, a situation that was likely to jeopardize their ability to develop key skills for envisaged economic development and Trainers though majority were university graduates and posted by Teachers' Service Commission, lacked foundation in Technical Training is a critical component of TVET training. The study concluded that TVET institutions were ill prepared to facilitate manpower development in line with country's' economic development aspirations.

12. Khatete I. W (2018). **Influence of School Based Policies on Internal Efficiency in Public Day Secondary Schools in Nyatike Sub-County, Kenya.** American Journal of educational research, 2018, Vol. 6 No. 3 pp 161 - 169

Abstract:

Policies formed at the school level have tended to interfere with national agenda universal schooling in many countries of the world. A study therefore was carried out

on the influence of school-based policies on internal efficiency in public day secondary schools in Nyatike Sub County, Kenya. The study was guided by three objectives; students' grade to grade promotion policy, schools time management policy and school time tabling. The design employed in this study was descriptive survey. The researcher targeted all 52 secondary schools in Nyatike sub-county. Stratified random sampling was used to arrive at the chosen samples for the study. The school-based policies analyzed were found to affect the internal efficiency in education in public secondary schools. The government's policy of no repetition, was found to be followed by all the schools as they had their own students' grade to grade promotion policy based on students' performance in internal examinations. All schools visited were found to be using exams for promotions. Ninety point zero three percent of the students responded that rules put by schools on student grade to grade affects their wellbeing and stay in school. Sixty one point five three percent of the students sampled believed student grade to grade policy has an impact on repetition of students. On time management policy, a majority of the schools did not have strategic plans to guide the operations in schools. However, the schools had timetables as required by the ministry of education. No effort was put in place to assist weak students in bettering in their academics to meet the set school targets for promotion. In conclusion the internal school policies on grade to grade promotion have affected greatly the internal efficiency in education in Nyatike sub-county. The inefficiency index of 1.3 was found. There is poor implantation of time management policy and there is a lot of waste of time in the afternoons in the sub-county. It is recommended that close monitoring be done by the sub-county director of education office on implementation of no student repetition policy.

Keywords: terms used, academic performance, automatic promotion, internal efficiency, students' grade to grade promotion policies, time management policy.

13. Khatete I. W (2018). **Secondary Schools' Strategies in Maintenance of Physical Facilities on Costs of Education in Western Region Kenya.** Journal of Education and Practice, Vol. 9 No. 6 (2018) pp 36 - 45

Abstract:

Physical facilities are vital in the learning process in educational institutions. Governments as well as other stake holders invest heavily in them. It is therefore necessary that there is proper maintenance of the same to reduce recurrent costs in education which remain a hindrance to learners' participation. This study therefore investigated secondary schools' strategies in maintenance of physical facilities on costs in education in Western Region, Kenya. Four objectives guided the study; to find out the extent to which secondary schools hire personnel, organize for capacity building of personnel, as well as how they supervise and monitor maintenance of physical facilities. The study was eclectic utilizing both quantitative and qualitative methodologies. The research design used was a descriptive survey which covered 92 secondary schools drawn from 8 selected sub counties of Western Region. Primary data was collected from a sample of 460 respondents, who included 92 head teachers, 92 deputy head teachers, 92 stores clerks, and 92 class prefects selected through purposive and simple random sampling methods. Data was collected through questionnaires, interviews, direct field observation and document analysis. The data was analyzed using descriptive statistics involving frequencies and percentages. The study found out that: secondary schools do

not hire qualified personnel nor organize for capacity building of their personnel for maintenance of physical facilities through training workshops, seminars, and expert talks; those charged with the responsibility of supervising and monitoring the usage of the facilities do not adequately supervise maintenance of physical facilities' activities through such activities as planning, formulation of policies on maintenance, allocation of duties on maintenance, motivation of personnel, and provision of adequate materials for maintenance. They do not monitor maintenance of physical facilities through personal inspections, stock taking nor preparation of maintenance records. This shortfall resulted into schools incurring huge budgets in maintenance of school plant.

14. Khatete Ibrahim W. Mogute Priscah K. and Kebenei Pauline J (2017). **School Management Committees' Influence on Provision of Teaching/Learning Resources in Public Primary Schools in Kenya; A Case of Kisii South Sub-County.** The Cradle of Knowledge African Journal of Educational and Social Science Research, Volume 5 No. 2, (2017)

Abstract

This study aimed at establishing the influence of the School Management SMB (SMBs) and the provision of teaching and learning resources for quality education in public primary schools in Kenya. Two objectives guided the study: to determine how strategies used in provision of resources and accountability for school funds by school management committee influenced the provision of teaching and learning resources for the provision of quality education in primary schools in Kisii South sub county Kisii county, Kenya. Descriptive survey research design was adopted. Simple and stratified random sampling techniques were used to draw the sample. The study involved sixteen head teachers, sixty six teachers and twenty seven school management committee members. Questionnaires and interview guides were used in the instrumentation after pretesting. Data were analyzed using descriptive statistics. According to the findings, the SMBs met regularly to discuss matters touching on teaching and learning resources and 60% of the members of the SMBs regularly attended the meetings. The SMBs members were actively involved in the overall preparation of their school budgets. They were also involved in the mobilization of funds for their schools for the procurement of the much needed teaching and learning resources for the quality of education. From the findings it is concluded that the SMBs members were playing their roles well which contributes to the quality of education in the study locale. It is recommended that a similar study should be done to correlate the SMBs role and quality of education at primary school level.

15. Augustine Sambo Azi, Andrew Riechi and Ibrahim Khatete (2017). **Adequacy Assessment of Government's Budgetary Allocations for the Provision of Lecture Halls in Nigeria's Federal Universities.** International Journal of Social Sciences and Information Technology, Vol. II Issue XI, April 2017 pp 1455 – 1467.

Abstract:

The purpose of this study was to assess the adequacy of federal government's budgetary allocations on the provision of lecture halls for undergraduate students in federal universities in North-Central Zone of Nigeria. Apart from extracting relevant documents relating to budgetary allocations from the sampled universities, a descriptive research

design was employed and data was collected from university Vice chancellors, bursary staff, lecturers, and students from the five sampled federal universities. While all the 5 Vice Chancellors were considered, a sample of 101 out of 254 bursary staff was sampled. In addition, 437 lecturers out of 2912 were also sampled, 50 students were purposely sampled. The research instruments employed for data collection were questionnaires for bursary staff and lecturers, interview guide for university Vice Chancellors, and focus group discussion guide for university students. Both descriptive and inferential statistics were employed to analyze the data. The findings from the field and document showed that universities budgetary allocations for the provision of lecture halls were only 25 percent of their capital allocation in 2014. In addition, a sample regression model showed that budgetary allocations to universities influence the provision of lecture halls. Furthermore, findings from the study also showed that even with inadequate lecture hall, the number of applicants and students' enrolment was on the increase thereby putting more pressure on existing lecture halls. The study recommended among others that the government should facilitate policies that will develop universities infrastructure so that adequate lecture halls can be constructed, and the Vice chancellors should apart from investing in profitable ventures, mobilize Alumni and other stakeholders to be involved in the development of universities through the construction of lecture halls.

16. Augustine Sambo Azi, Andrew Riechi and Ibrahim Khatete (2017). **Assessing the Adequacy of Federal Government's Budgetary Allocations on the Provision of Office Accommodation to Academic Staff in Nigeria's North-Central Zone Federal Universities.** International Journal of Social Sciences and Humanities Research, Vol. 5 Issue 2 April 2017 pp 130 - 137

Abstract:

The purpose of this study was to assess the adequacy of federal government's budgetary allocations on the provision of office accommodation to academic staff in federal public universities in North Central Zone of Nigeria. Apart from extracting relevant documents relating to budgetary allocations from the sampled universities, a descriptive research design was employed and data was collected from university Vice chancellors, bursary staff, lecturers, and students from the five sampled federal universities. While all the 5 Vice Chancellors were considered, a sample of 101 out of 254 bursary staff was sampled. In addition, 437 lecturers out of 2912 were also sampled, 50 students were purposely sampled. The research instruments employed for data collection were questionnaires for bursary staff and lecturers, interview guide for university Vice Chancellors, and focus group discussion guide for university students. Both descriptive and inferential statistics were employed to analyze the data. The findings from the field and document showed that universities budgetary allocations for the provision of academic staff offices were only 8.9 percent of their capital allocation in 2014. In addition, a simple regression model showed that budgetary allocations to universities influence the provision of academic staff offices. Furthermore, it was discovered that 72.1 percent of academic staff shared offices with negative effect on their performance and productivity in their official duties. The study recommended among others that an effective reward system should be developed so that efficient managers are given more funds to build more offices for their academic staff, in addition, budgetary allocations to universities should be increased by government so that universities will have more allocations to construct academic staff offices.

Key words: Government's Budgetary Allocations, Office Accommodation.

17. Kebenei P. J, Khatete I. W, Cherutich M, Chepkoech S And Khatete D. L (2016). **Advisory Role of Education Standards and Quality Assurance Council on Provision of Quality Education at Primary Schools in Kenya, A Case of Bomet County.** The Cradle of Knowledge African Journal of Educational and Social Science Research, Volume 4 No. 1, (2016) pp 21 – 26

Abstract:

Quality education is a great concern to the players in the education sector. Education all over the world has been used as a change agency and the Kenya government is banking on schools and learning institutions to equip the graduates with necessary skills, knowledge and attitude to thrust its achievements towards Sustainable Development Goals (SDG) formally (MDG) by 2030. The Directorate of Quality Assurance and Standard (DQAS) mandate the Quality Assurance and Standard Officers (QASOs) to carry out the advisory roles and supervisions in learning institutions. Quality Assurance and Standard Officers' advisory role in the management of schools hinges on roles school principals, their deputies and heads of departments play in curriculum implementation especially on the planning of the provision of all that supports educational activities in schools for achievement of quality. A move from reference of Inspectors of Education to Quality Assurance and Standards (QAS) to Educational Standard Quality Assurance Council (ESQAC) shows the desperation of the government to strongly articulate the services rendered by the officers for realization of quality education. There is need therefore to examine the roles in terms of staffing levels, structures, mandate and practices by these people on quality of education at primary school level. This article also pointed out the applications and recommendations in medicating the challenges.

Key words: QASOs' advisory role in management of primary schools.

18. Khatete I. W, Kebenei P. J, Cherutich M, Chepkoech S And Khatete D. L (2016). **Factors Influencing Pupils' Mobility in Public Primary Schools in Sotik Division, Bomet County Kenya.** The Cradle of Knowledge African Journal of Educational and Social Science Research, Volume 4 No. 1, (2016) pp 45 – 50

Abstract:

The purpose of this study was to investigate the determinants of pupils' mobility in public primary schools in Sotik division; Bomet County, Kenya. The study sought to establish the influence of schools' performance in KCPE on pupils' mobility, teachers' transfers and schools' policies on promotion of pupils between grades on pupils' mobility. The study adopted a descriptive survey research design. Systematic random sampling was used to select 12 primary schools. The 12 head teachers were purposively sampled to participate in the study while simple random sampling was used to select 37 teachers and 188 pupils. Quantitative data was analyzed using descriptive statistics and presented in tables and pie-charts. Correlation was used to establish the relationships among the variables in the study. The findings from the research showed that schools' performance in KCPE was a major factor that influenced pupils to transfer from one school to another. The parents moved their children from schools that performed poorly within the region to those that posted impressive results. Other pupils moved from one school to another whenever they were required to repeat classes. However, transfer of teachers did not seem to be a factor behind pupils' mobility among schools. The

researchers recommend that schools committees should always come up with strategies to improve on their schools' academic performance, and adhere to the government's policy on automatic promotion of pupils between grades to minimize wastage in terms of repetition and dropout among primary school pupils.

Key words; Mobility, Academic Achievement, Dropout

19. Pauline J. Kebenei,* Khatete W.I and Mary G. Cherotich (2016). **Head teachers' preparedness for implementation of performance contract in public primary schools in Bomet County, Kenya.** The Cradle of Knowledge African Journal of Educational and Social Science Research, Volume 3 No. 1, 2016

Abstract:

The success of implementation of performance contracting between head teachers and TSC depends on best management practices which are subject to prior preparation and sensitization. The purpose of this study was to investigate the head teachers' preparedness for implementation of performance contract in public primary schools in Bomet County, Kenya. Objectives of the study were: to assess the level of awareness for the implementation of performance contract in public primary schools in Bomet County and to establish the influence of teachers' trade unions on head teachers' preparedness for implementation of performance contract among the public primary schools in Bomet County. Data was collected using questionnaire and interview schedule and document analysis guide. A descriptive survey research design method utilizing both qualitative and quantitative techniques in gathering data. Systematic and purposive samplings were used to target head teachers, QASOs, CDE and ED. The finding of the study revealed that the head teachers were not adequately prepared in readiness for performance contract in Bomet County. The study also found out that induction of head teachers in readiness for performance contract implementation was done haphazardly because a lot of time was consumed trying to outshine the trade unions' preconceived ideologies on performance contract in Bomet county. The researchers recommend that the MOE should re-train the head teachers for effective implementation of performance contract and that the re-training exercise should target a small group such sub- zone for effective facilitation.

Key words: Head teachers, preparedness, performance contract, implementation in public primary schools.

20. Khatete I. W, Wanjala G. W, Njenga G, Khatete D. L and Akala W. J (2015). **Preparedness of Public Secondary Schools in Integration of Information Communication Technology in Teaching-Learning Process in Nyeri South District Kenya.** Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), Vol. 6; No. 5, (2015)

Abstract:

The advances in technology world over are taking place at a very alarming rate. All sectors of production are impressing technology in their service delivery and since education plays a major role in all aspects of development, it cannot be left behind. In many cases education is given in schools whether formally or informally therefore they should be prepared for this challenge. The study therefore aimed at examining the preparedness of secondary schools in the integration of Information Communication and Technology (ICT) to enhance teaching-learning process. Three objectives guided the study; To examine the secondary schools' ability in the integration of ICT in teaching and

learning process, determine the level of teachers' and students' expertise in integration of ICT in teaching and learning process and the extent to which ICT is being integrated in teaching and learning process by teachers and students in Nyeri South District Kenya. A survey study was done in all the 34 schools in the district. It was found that schools have the capacity to initiate the integration of ICT in the teaching-learning process the challenge however is on the capacity of the teachers and principals. It is recommended that schools should be active in capacity building to equip the teachers with the necessary skills and knowledge on how to impress ICT in the teaching-learning process to move away from the traditional modes of delivery that seem out of times with the learners.

Key words; Information Communication and Technology, computer peripheral tools, integration, teaching- learning process.

STUDENTS SUPERVISIONS TO COMPLETION

A. PHD LEVEL

- 1. Koriyow Hussein Ali (2017). The Impact of Subsidized Fees Programme on Students' Access to Quality Education in Public Secondary Schools in Wajir County, Kenya**

Abstract

The main aim of launching Free Tuition Secondary Education by the government of Kenya in 2008 was to raise access and to reduce the cost of secondary education in public secondary schools; however, since its inception, concerns have been raised on whether its implementation had any impact on students' access to quality education. The purpose of this study was to establish the impact of subsidized fees programme on students' access to quality education in public secondary schools, Wajir County. In order to address these concerns, this study sought to examine the effects of subsidized fees on enrolment rate, influence of subsidized fees on student academic performance, adherence to regulations of subsidized fees in the utilization of financial resources and the impact of subsidized fees programme on procurement of instructional materials. The study employed descriptive survey research design and focused on principals, teachers and BOM chairpersons. The target population was 350 respondents comprised of 40 principals, 40 BOM chairpersons and all the 270 secondary school teachers. The sample size was 94 respondents, made up of 20 principals, 20 BOM chairpersons and 54 secondary school teachers. The proportionate sampling design was used to select teachers while purposive sampling was used to select the principals and BOM chairpersons. Questionnaires were used to collect data from principals and teachers, interview schedules was applied on BOM chairpersons, observation schedule were used to collect data on physical and instructional resources while document analysis was carried out on records of available documents. Validity of the instrument was done through experts judgment while reliability test was used by subjecting the instrument to test re-test study where (he instrument were re-administered to same group of respondents after two weeks then correlation coefficient for the two scores was calculated. Quantitative data was analysed using descriptive and inferential analysis while qualitative data was analysed by organizing it thematically based on the objectives. The results were presented by use of frequency distribution tables. Through data analysis, the study has established that even

after the introduction of subsidized fee programme the enrolments rates remained low, subsidized fees has not positively impacted on students academic performance, the principal did not utilize financial resources and that the school principals did not adhere to the procurement procedures since budgets were not approved by the BOM chairpersons. As a result, students access to secondary education remains low hence hindering many secondary-age going children in Wajir county from acquiring secondary education. Based on the findings of the study, it can be concluded that, the implementation of subsidized fees provision by the government of Kenya has not greatly influenced, access of quality education in public secondary schools in Wajir County. Based on the finding, the study recommends that there is need for more capitations of subsidized fees, the funds should be disbursed in time, the school principals should stick to the procurement guidelines and that the BOM members should approve the school budget for utilization of funds. As a result, students access to secondary education remains low hence hindering many secondary-age going children in Wajir county from acquiring secondary education. Based on the findings of the study, it can be concluded that, the implementation of subsidized fees provision by the government of Kenya has not greatly influenced, access of quality education in public secondary schools in Wajir County. Based on the finding, the study recommends that there is need for more capitations of subsidized fees, the funds should be disbursed in time, the school principals should stick to the procurement guidelines and that the BOM members should approve the school budget for utilization of funds.

2. Augustine Sambo Azi (2017). An Assessment of Adequacy of Federal Government's Budgetary Allocations on Developmental Priorities of Federal Public Universities in North-Central Zone of Nigeria

Abstract

The purpose of this study was to assess the adequacy of federal government's budgetary allocations on developmental priorities of federal public universities in North-Central Zone of Nigeria. Specifically, the study assessed the adequacy of federal government's budgetary allocations to universities and its influence on the provision of lecturers' offices, lecture halls for undergraduate students' enrolment, recruitment of teaching staff, ratios of teaching staff and support staff and alternative sources of funding universities in North-Central Zone of Nigeria. Apart from extracting relevant Documents relating to budgetary allocations from the sampled universities, a descriptive research design was employed and data was collected from university Vice-Chancellors, bursary staff, lecturers and students from the five sampled federal universities. While all the 5 Vice-Chancellors were considered, a sample of 101 out of 254 bursary staff was sampled. In addition, 437 lecturers out of 2,912 were also sampled, 50 students were purposively sampled. The research instruments employed for data collection were questionnaires for bursary staff and lecturers, interview guide for university Vice-Chancellors, and Focus Group Discussion Guide for university students. Both descriptive and inferential statistics were employed to analyze the data. The findings from the field and documents showed that universities budgetary allocations for the provision of academic staff offices, lecture halls, recruitment of academic staff and ratios of support and teaching staff were not adequate. In addition, three simple regression models showed that budgetary allocations

to universities influence the provisions of academic staff offices, lecture halls and recruitment of academic staff respectively. Furthermore, it was discovered that most academic staff shared offices with negative effect on their performance and productivity in their official duties. Findings from the study also showed that even with inadequate lecture halls, the number of applicants and students' enrolment was on the increase, putting more pressure on existing lecture halls. It was also discovered that recruitment of academic staff in universities was not a priority as a result of poor funding, making all the sampled universities to have more lecturers without doctoral degrees than those with doctoral degrees, this has affected the quality of teaching in universities. Another finding from the study was that the ratio between support and teaching staff was low, with few non-teaching staff supporting teaching staff. Also, the quality of the staff in universities was found to be low. It was also established that the sampled universities depended on government budgetary allocations for their developmental priorities as they barely raise enough funds from alternative sources of funding, largely due to the fact that they do not invest. More to it is that the funds are sometimes misapplied even though not all allocated funds are released. The study recommended among others that budgetary allocations to universities should be increased by government, government should also facilitate policies that will develop universities infrastructure, and Vice-Chancellors should apart from investing in profitable ventures; mobilize Alumni and other stakeholders to be involved in the development of universities.

3. Might Kojo Abreh (2016). Influence of Wing Schools' Complementary Basic Education Programme on Provision of Educational Opportunities in the Northern Region of Ghana

Abstract

The need to consider accelerated and complementary (alternative) approaches for reaching underserved children particularly in remote and often hard-to-reach deprived communities is urgent. Complementary basic education provides an avenue to educational access to rural school- aged persons as in the Wing Schools (WS). The effort is aimed at providing increased educational enrolment, access, retention and transition. This study sought to establish the influence of Wing Schools' Complementary Basic Education on the provision of educational opportunities in the Gushegu and Karaga Districts of the Northern Region of Ghana. Specifically, the study investigated the influence of curriculum; assessment strategies; quality assurance activities; school and community relations and enrolment in Wing Schools on the provision of educational opportunities (access - enrolment, retention and transition) to the rural children in Gushegu and Karaga. The study whose purpose was to examine the influence of Wing Schools' complementary basic education on provision of educational opportunities in Gushegu and Karaga Districts of the Northern region of Ghana had five research objectives and five research questions. A descriptive research design was employed and data was collected from staff pupils, parents' groups and management committees of 36 Wing Schools. A census of 113 teachers and 36 head teachers was considered; 30 School Management Committee (SMC) members were stratified and purposively sampled out of forty-seven (47) SMCs. The pupils were also stratified according to their respective educational districts. The research instruments used to collect data included questionnaires for teachers and head teachers, interview guide for SMC and project implementers, Focus Group Discussion Guide for Wing School graduates; and documentary analysis guides. Both descriptive and inferential statistics were used to

analyze the data. The findings showed that there was an increase in lower primary school enrolment; high pupil retention, survival and transition rates, in the Wing Schools. It also came to the fore that fee-free education, free stationery, no prescribed uniforms and the use of any descent structures for classrooms led to an increase in the net enrolment rates of pupils in the beneficiary communities. Learning-circles and pupil-centred approaches where classrooms are characterized by group and pair works were also promoted. A simple linear regression showed that there is a relationship between curriculum used; school and community relationships; assessment strategies; and quality assurance activities on access, retention and transition of pupils between grades. These factors correspondingly contributed to 22.1%, 7.5%, 19%, and 11.8% of causality in access, retention and transition of pupils. Further study has been suggested on how data on repeaters, new entrants that joined the cohorts as they moved through higher grades and pupils who had transferred to other schools. In addition, this study showed that curriculum, school and community relations, assessment practices and quality assurance have some.

Ongoing supervisions:

1. Sr, Selina Chepkoech; Completed awaiting graduation
2. Sr. Anastacia Kamwitha; Finalizing the thesis for re-submission
3. Mr. Samuel Ombogo; In the field and working on the draft of the thesis
4. Mrs. Elizabeth Clement; In the field
5. Sr. Pauline Kebenei In the field

B. MASTERS LEVEL SUPERVISED TO COMPLETION

1. Simon Muchira Mbogo (2015). Socio-Economic factors' influence on internal efficiency in primary school participation in Mwea East sub-county
2. Annah Kamene Muli (2015). Socio-economic factors influencing internal efficiency in early childhood development centres in Mwingi central sub-county, Kenya.
3. Belinda Parasi (2015). Influence of school feeding programme on pupils' participation in primary school education, a case of home grown programme, Zanze Kilifi County
4. Wekesa Kevina Nafula (2015). Impact of school feeding programs on retention rates at Fafi sub-county Garissa county, Kenya
5. Julius Shiundu Mola (2015). Institution capacity influencing quality education provision in public universities, a case of school of education university of Nairobi, Kenya
6. Muthoka Eric Muyanga (2015). Institutional factors' influencing students' participation in public secondary schools in mwingi central sub-county, Kenya
7. Edgar Endeheli Avedi (2015). Socio-Economic factors' influence on internal efficiency in the provision of education in public primary schools in Kakamega east sub-county, Kenya
8. Rosemary Kiendi Maithya (2015). Administrative factors influencing pupils' performance in Kenya certificate of primary education in Kilungu sub-county, Makueni county
9. Justus Bogongoh Nyachiero (2015). Cooperation between county and central government in provision of early childhood development education, a case study of Nairobi county
10. Ahmed Mohamoud Warsame (2016). Influence of continuous assessment strategies on students' performance in centralized secondary school leaving examinations in Garowe district, Puntland, Somalia

11. Wagura Jane Wanjiku (2016). Effects of public private partnership strategies on boy child access to secondary education in Kikuyu sub-county, Kiambu county, Kenya
12. Katiwa Agnes Kathini (2016). Factors influencing transition rates between primary to secondary schools in Kitui Central sub-county, Kenya.
13. Rose Omolo A. (2016). Board of management members' effectiveness in management of human resources in public secondary schools in Hillary Shikokoti (2016). Influence of principals' characteristics on student discipline in public secondary schools in Kakamega Central, Kakamega county, Kenya
14. Lavender Oyuko atieno (2016). Role of student organizations in conflict resolutions in public universities, a case of University of Nairobi
15. Kuria Henry Katei (2016). Factors influencing students' involvement in governance of public secondary schools in Kajiado county, Kenya
16. Amisi Eunice (2016). Influence of socio-economic factors on transition rates from primary to secondary schools in Kisumu east sub-county, Kenya
17. Richard Ekal Lamuka (2016). Influence of principals' management of resources on students' performance in Kenya secondary school examinations in public secondary schools in Samburu county, Kenya
18. Ong'enge Denis Harrison (2016). Influence of board of management practices on students' academic performance in Kenya certificate of secondary examination in Busia county, Kenya
19. Calvince Otieno Gwendo (2016). Socio-economic factors influencing drop out in public secondary schools in Msambweni sub-county, Kwale county, Kenya
20. Enoch Otieno Oriri (2016). School factors influencing motivation among secondary school teachers in job performance in Nyatike sub-county, Kenya
21. Brian Ndiku (2016). Factors influencing the head teachers' administrative implementation the ban of private tuition directive in secondary school, a case of Makueni county
22. Gitau Peter Ngigi (2017). Information communication and technology related factors influencing implementation of strategic plans in public secondary schools in Kasarani subcounty, Kenya
23. NzomoBonface Ndambuki (2017). Influence of socio-economic factors on the pupils' transition rates from primary to secondary schools in Makueni county
24. Mercy Arogo Adongo (2017). Implementation of automatic grade promotion policy in high school on human capital development in Kenya, a case of Kisumu West sub-county, Kenya
25. Agatah Karimi Njue (2017). Institutional factors influencing participation of learners with special needs in academics at the University of Nairobi, Kenya
26. Okumu Aloise Wanjala (2017). Supply and demand factors influencing pastoralists' children's participation rate in secondary school education in Turkana South sub-county, Turkana county Kenya
27. Abdullahi Nur salad (2016). Factors influencing students' performance in Mathematics at Puntland secondary school certificate examination in Puntland Somalia
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 42. Brenda Mwakasi (2020).

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