

## **ISAAC WAMBUA MUASYA**

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### **Educational Qualifications:**

#### **Primary Education**

1966 ó 1973 Tulimani Primary School  
Certificate of Primary Education

#### **Secondary Education:**

1974 ó 1977 Makueni BoysøSecondary School  
East African Certificate of Education  
1978- 1979 Shimo La Tewa High School  
East African Advanced Certificate of Education

#### **University Education:**

1992 MA (EDUCATION) (Sociology of Education), Kenyatta University  
1984 BED (Arts) (Hons), Economics and Geography) University of  
Nairobi,

#### **Career History**

March 1996 ó present Lecturer, Department of Educational Foundations, University of  
Nairobi  
Nov1992 ó Feb 1996 Assistant Lecturer, Department Educational Foundations,  
University of Nairobi  
Aug 1992 - Oct 1992 Tutorial Fellow, Department of Educational Foundations,  
University of Nairobi,  
Jan 1990 ó Jul 1992 Headmaster, Kiatineni Secondary School, Machakos  
(May1987óDec, 1989 Teacher, Jamhuri High School, Nairobi

#### **Research Experience**

Research Assistant for the study on *Early Childhood Education and Health in Kenya (1994)* by Dr. Gakuru et al. Duties included the design of the research instruments and data collection in Kilifi District.

Research Assistant for the study on *Education and Health of the Under Threes (1994)* by Dr. Gakuru and Dr. Koech. Duties included the design of the research instruments and data collection in Machakos District.

*The role of Non – Governmental (NgoK) Providers in the Delivery of Health Care in Kenya (1998)*. (With Prof. Wangombe and others). Duties included the design of the research instruments, data collection in Mombasa and Kwale Districts, data cleaning, data analysis and report writing and presentation of the study findings to the representatives of the Health Sector Support Programme.

Research Assistant for the study on *An Economic Evaluation of Community Based Care for TB Patients in Machakos District, Kenya*. With Ms.Katherine Floyd, Prof.Wangombe and Ngada. Duties included the design of the research instruments, data collection, data cleaning, data analysis and report writing.

Research Supervisor for the study on *Community Based Health Insurance Study in Kirinyaga District. December 1999*.

Consultant on *Child Focused Community Planning in Limuru and Thika*. The task involved workshop of five days to come up with a *Community Action Plan*, which is child focused.

*Evaluation of the decentralization of Reproductive Health Services in Mombasa and Taita Taveta Districts*. With INCLEN Community Health Department University of Nairobi. June ó July 2001.

Consultant on *Evaluation of Financial Services Association in Kwale and Kilifi Districts*. (With Patrick Machyo and Dr. Nyandemo) Funded by Plan International. July ó August 2001.

March ómay 2002. Consultant on the *Costing of Kenya National Aids Strategic Plan 2000 - 2005*. With Price Waterhouse Coopers for National Aids Control Council.

**Name of assignment/project:** Mid- Evaluation of Clinical Officers Training Programme in Maridi, Southern Sudan.

**Year:** 2004

**Location:** Maridi, Southern Sudan

**Client:** African American Research Foundation (AMREF).

**Main Project features:** Assessment of the progress of the training programme and suggest areas of improvement.

**Position held:** Consultant

**Activities performed:** Data collection and conducted key informant interviews, report writing and presentation of final report to stakeholders.

**Position held:** Consultant

**Activities performed:** supervised data collection and conduct key informant interviews, report writing and presentation of final report to stakeholders.

**Name of assignment/project:** Work-Based, Family and Consumer Research Into Attitudes and Behaviour Towards Girlsø Work in The Urban Informal Sectors in Nairobi, Kisumu, Mombasa, Eldoret, Nakuru, Nyeri and Busia Towns in Kenya

**Year:** 2005

**Location:** Nairobi, Mombasa, Nakuru, Eldoret, Nyeri, Kisumu and Busia

**Client:** International Labour Organization/ International Programme for Elimination of Child Labour

**Main Project features:** This study looked at attitudes and behaviour towards girls' work in male-dominated skills in the urban informal sectors in Kenya.

**Position held:** Consultant

**Activities performed:** Supervised data collection and conducted key informant interviews, report writing and presentation of final report to stakeholders.

**Name of assignment/project:** **National Management Framework: Monitoring and Communication for the Lake Victoria Basin.**

**Year:** 2006

**Client:** Ministry of Environment and Natural Resources, Kenya and Lake Victoria Management Project Phase II.

**Main Project features:** This project looked at how information gathered on various parameters for example water quality, water quantity, forest cover, water weed infestation, fisheries etc through research within the Lake Victoria Basin could be packaged, disseminated and monitored through a National Management Information System.

**Name of assignment/project:** End- of 6 term evaluation of CPO5 (Social and Cultural Development of the Child Project in Kenya.

**Year:** 2004

**Location:** plan- Kenya areas of operation in Eastern Province, Nyanza province and Coast province.

**Client:** Plan - Kenya

**Main Project features:** children Centred development.

**Name of assignment/project:** The impact of the new Water Policies and Institutions on Water Resource Management and access to safe drinking water in Kenya.

**Year:** 2009

**Location:** This was a nationwide study, with samples selected covering 71 provinces of Kenya.

**Client:** National Council of Science and Technology.

**Main Project features:** The study generated data on: Levels of demand and supply of water in the communities, which is essential in designing policies for narrowing the gap between demand and supply of water within the communities. How the new water policies and institutions can be restructured to create an enabling environment of access to safe drinking water by the poor, women, landless and underprivileged social groups in Kenya. The barriers experienced by the communities in accessing safe drinking water and suggestions on how these barriers can be overcome

**.Position:** Consultant

**Activities :** supervision data collection and conduct key informant interviews, report writing and presentation of final report to stakeholders.

**Name of assignment/project:** National Gender and Development Policy 2011

**Year:** 2011 ó

**Client:** Ministry of Gender, Children and Social Development.

**Main Project features:** The exercise involves the revision of the Kenya National Gender Policy 2000.

**Position:** assistant consultant

**Name of assignment/project:**The Heroin Crisis and the National and Provincial Response: A Rapid Assessment in Kenya's Coastal Province

**Year:** March and April 2012

**Client:** NACADA and CDC

**Main Project features:** the study involved interviews with Injecting Drug Users in the coast province and Nairobi. My main task was to conduct FGDs with IDUs

**Position:** Senior Researcher

**Training Experience:**

Participated in the training of Primary School Teachers in Thika and Limuru on *Careers Guidance and Counseling with a Gender Component* (November ó December 1997). Contracted by Plan International ó Kiambu

Participated in the training of local facilitators for *Child Focused Community Planning* April 2000 Plan International ó Kiambu

**Writing Experience:**

Participated in the writing of Standard Eight Teachers Manual for óMSINGI BORAö *Careers Guidance and Counseling with a Gender Component*. (February 1999). A project of Plan International -Kiambu

**Publications**

1. P.W. Kariuki and Isaac Muasya (1997). The Impact of Maternal Education and Cost Sharing in Health on Utilization of Maternity facilities in Public Hospitals in Kenya. *In M.S. Abdullah et al. Concept Papers for Essential National Health Research (ENHR) in Kenya*: Nairobi ISBN: 9966-9927-1-5
2. Wangõombe, J.K et al (1998) *Capacity of Non – Governmental (NgoK) Providers in the Delivery of Health Care in Kenya*. Presented to Health Sector Support Programme, Ministry of Health, Kenya.
3. With Wangombe, J.K. et al óCapacity of Non Governmental (NGOK) providers in Delivery of health care in Kenyaö *Informing & Reforming: The Newsletter of the International clearing house Health System Reform Initiatives (ICH SRI)* July ó December 1998 No. 7-8
4. Sociology of Education course for Bachelor of Education. Uploaded in the University of Nairobi E- learning platform for teaching bachelor of education arts and science.

5. STATE OF KENYA POPULATION 2010: From Conflict and Crisis to Recovery: Population Dynamics in Relation to Conflicts; Prospects for Recovery National Coordinating Agency for Population and Development. In which I contributed two chapters, namely:

Chapter five: Conflict and the Achievement of Millennium Development Goals

Chapter six: Reconstruction and Reform

6. Isaac W. Muasya and Christine M. Kahigi (2013). **The Socialization Process and Education**. Uploaded in the University of Nairobi E- learning platform for teaching of master of education.

**7. With Mary Nadenge Gabriel et al. Parental Socio-Economic Status and Students' Academic Achievement in Selected Secondary Schools in Urban Informal Settlements in Westlands Division, Nairobi County.**

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**8. With Mary Nadenge Gabriel et al. The influence of parental socioeconomic status, involvement in learning activities and its influence on children's academic performance in urban informal settlements in Westlands Division - Nairobi County**

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#### **Courses Attended**

1. **5th -12th August 1996:** Attended a course on Research Methodology at Kenyatta National Hospital sponsored by the Nairobi Clinical Epidemiology Unit -University of Nairobi.
2. **September 2001 4- 20:** WHO proposal writing workshop in Harare, Zimbabwe, sponsored by World Health Organization
3. **May 2012:** e- learning training in Kikuyu Campus

#### **Papers Presented**

**1. Initiating and Sustaining Consultancy Services In Education**

By Isaac W. Muasya Presented during the curriculum review workshop for the Department of Educational Foundations Held in Naivasha 5<sup>th</sup> -9<sup>th</sup> May 2010

**2. Responding to Consultancy Advertisements**

By Isaac W. Muasya Presented during the curriculum review workshop for the Department of Educational Foundations Held in Naivasha 5<sup>th</sup> -9<sup>th</sup> May 2010

**3. Training Public Procurement Oversight Authority (PPOA) staff on data collection**

BY Isaac Muasya And Florence Kagendo Presentation done At Kenyatta International Conference Centre, Nairobi Kenya on 7<sup>th</sup> July 2010

**4. The Impact of the New Water Policies and Institutions on Water Resource Management and Access to Safe Drinking Water in Kenya**

**Presentation to:**

**To The National Council Of Science And Technology (NCST) On May 4<sup>th</sup> 2011, at Kenyatta International Conference Centre**

By Prof. Leonard M. Kisovi (Demographer) Kenyatta University P.O. Box 43844-00100  
Nairobi Email: kisovi@hotmail.com Cell Phone: 0722 679571  
Mr. Isaac W. Muasya (Sociologist) University of Nairobi P.O. BOX 30197 -00100  
Nairobi, Kenya Email: imuasya@hotmail.com Cell Phone: 0721 527474

## 5. **The Heroin Crisis and the National and Provincial Response: A Rapid Assessment in Kenya's Coastal Province**

Process Appraisal of FGDs Experiences

By Isaac Muasya Second National Orientation Workshop

Presented at Silver Springs Hotel On 16<sup>th</sup> April 2012

## **Students' Supervision**

### 1. **A Study Of Participation In Free Primary Education Among The Pastoralist Communities In Mandera District Med 2007**

**Student Name:** Adow Adan Farah

**Project Supervisor:** Mr. Isaac Muasya

#### **Abstract**

A Study of Participation In Free Primary Education Among the Pastoralist Communities In Mandera District

This study is on participation in free primary education among the pastoralist communities in Mandera District it presents an analysis of the data collected from primary school, teachers and pupils, education officials school management committee's and parents. Both quantitative and qualitative data were collected. The purpose of the study The purpose of the study was to investigate the participation in Free Primary Education among the pastoralist's communities in Mandera district.

**Main objective:** The main objective of the study was to investigate the participation in free primary education amongst the pastoralist's communities living in Mandera district.

#### **Specific objectives**

1. To investigate those factors that has led to low participation in Free Primary Education among the pastoralist communities in Mandera District.
2. To identify administrative factors in schools that directly or indirectly affect participation in Free Primary Education among the pastoralist communities in Mandera District.
- 3 To investigate the effects of physical facilities in schools on participation in Free Primary Education among pastoralist communities in Mandera District.
4. To investigate the parents attitudes towards free primary education in Mandera District.
- 5 To assess the attitudes of learners towards Free Primary Education in Mandera District
- 6 To establish the strategies that could be used to improve participation in free primary education in Mandera District.

#### **Research Questions**

The study was guided by the following research questions

1. What are the factors that contribute to low participation in Free Primary Education among the pastoralist communities in Mandera District?'
2. What are the school administrative and managerial factors which affect participation in Free Primary Education among the pastoralist communities in Mandera District?
3. Are the existing physical facilities in schools in Mandera District adequate to handle large number of children who join them as a result of Free Primary Education?
4. What are the attitudes of parents towards free primary education in Mandera District?

5. What are the attitudes of learners towards Free Primary Education in Mandera District?
6. What strategies could be used to improve participation in free primary education in Mandera District?

**Main Findings** Factors that have led to low participation in primary education in Mandera District The factors that have greatly led to low participation in primary education in Mandera are early marriages, distance from school, domestic chores, and way of life (pastoralism) . Other hindrances to pupils' participation in free primary education include: lack of teachers, climate, communication, items pupils buy for school; levies paid by pupils; sending home pupils for non payments; learning progress and problems of free primary education. Administrative factors in schools that affect participation in free primary education The administrative factors affecting participation in free primary education were as follows: lack of consultation by head teachers with other teachers over issues affecting them, long distance between Nairobi and within the district complicated communication, teachers feel that they are underpaid and over worked, parents are no longer responsible of their children's education, transport was not available for teachers and bureaucracy in dispensation of funds. Effects of physical facilities in schools on participation in free primary education in Mandera district The physical facilities that have affected participation in free primary education in Mandera District are: overcrowding was a serious effect of physical facilities; demoralization of teachers was an effect of facilities; technology; communication climatic conditions and availability of enough toilets, desks library and workshops. Parents Attitudes on free primary education in Mandera District FPE Parents felt that that learning under FPE was of low quality and that the students' discipline has deteriorated under FPE partially because of admission of old learners (over age children). Despite declaration of free education, cost in levy modules, there was still financial commitment in terms of uniform and the prospects of employment has reduced due to large population. Learners Attitudes towards free primary education in Mandera District The learner attitudes towards FPE were as follows: the classrooms were congested making learning not conducive or difficult, that teachers are not cooperative and not teaching properly, that education through FPE saved learners from looking after cattle, head teachers no longer send pupils who turn up for admission away and that learners appreciated the fact that they are sent home. Strategies of improvement in participation in free primary education in Mandera District The strategies of improvement of participation in free primary education were given as follows: provision of more classrooms to avoid congestion in class. employment of more teacher was quite important since a large number of pupils were being admitted, construction of more boarding facilities to allow a conducive learning atmosphere, provision of meals in school. reduction of class size, remedial teaching is essential, provision of exercise books and textbooks.

**2. Knowledge Of Drug And Substance Abuse In Public Primary In Ngong/' Division;  
Post Graduate Diploma in Education  
Student Name: NDERI PETERSON WANGAI  
Project Supervisor: ISAAC MUASYA**

**ABSTRACT** This research is a case study designed to investigate the knowledge of drugs and substance abuse in public primary schools in Ngong division, Kajiado District, Rift Valley Province. The principle objective was to explore whether the pupils are knowledgeable about drug and substance abuse. This study therefore, will assist to put in place proper and corrective interventions that will help in combating drug and substance abuse among primary school pupils. The research mainly used a questionnaire to obtain responses from pupils. An

interview guide was also used to obtain responses from key informants. The researcher selected 90 standard seven and eight pupils from a total of 54 public schools in Ngong division, ten from each school sampled for the study. Thirty six key informants were also selected from each of the schools sampled, four key informants from each school sampled and the four key informants were a head teacher, a teacher, a parent and a subordinate staff. The data received was presented in form of frequency distribution tables, percentage for every particular isolated behaviour.

The study revealed that primary school pupils were aware of existence of drugs and substance abuse in public primary schools. The study was also bale to establish that although it is not common some children start consuming cigarettes, alcohol and marijuana as early as 8 or 9 years of age. Enquiries about the pupils' attitude towards cigarettes smoking, bhang smoking, chewing miraa and drinking changaaa/ busaa showed that most pupils disapproved the abuse of these drugs/ substances. The study further established that the pupils in public schools were aware of various methods of intervention being employed by the government, the schools administration, the churches and other stakeholders in curbing the problem of drug and substance abuse in public primary schools in the country. The study also revealed that those primary school pupils who abuse drugs / substances exhibit unique behaviour. The results have been used to make recommendations to the stakeholders in order to curb the problem of drug/substance abuse.

**3. Effects of Socio- Cultural Practices on Gender Disparity in Education in Isibania Division, Kuria West of Nyanza Province, Kenya. Med 2009**

**Student Name:** Moronge Jane Marwa

**Project Supervisor:** MR. ISAAC MUASYA

**4. The impact of insecurity on access and participation on primary school education in Pokot Central District. MED 2011**

**Student's Name:** Esther Cheporiot

**Project Supervisor:** MR. ISAAC MUASYA

**ABSTRACT**

There has been increased insecurity in Turkana, Central Pokot District, Market, Samburu and Baringo Districts in the past years because of insecurity involving the majority pastoralist communities living in this area. With the advent of Free Primary Education (FPE) in 2003, the gross enrolment rate of children in Central Pokot District primary schools increased steadily although the target has not yet been achieved. The focus of this work will be to investigate whether insecurity impact on participation and access of primary education by pupils in Central Pokot District. the objectives of the research were to; investigate the impact of insecurity on children's participation in primary education, establish the impact of insecurity on children's access to primary education, assess how the local community is dealing with insecurity for the purposes of improving access and participation in primary education, to find out how insecurity has impacted on boys/girl child education, to an existing policies aimed at dealing with insecurity problems and finally to suggest ways of addressing insecurity for improved access and participation of children to primary schooling. A descriptive survey research technique formed the study design. The target population involved area education officers, head teachers, teachers and pupils of 17 primary schools within the study area. Stratified and random sampling techniques were applied. Questionnaires were used for collection of data. Data collected was arranged, organized, coded, entered and analysed descriptively with the aid of Ms. Excel and SPSS (Version 17). Data analysed is presented in tables, pie charts, graphs and narrative form. From the results,



the level of insecurity within the study area was found to be medium (two occurrences after three months). However, insecurity affected children's participation in primary school education, which forced pupils to drop out of school, increased absenteeism cases and lateness. On the effects of insecurity on access, it was established that most of classes are interrupted once thereby discontinuing education, area education officials were quick to note that there were some schools in security prone areas were deserted by pupils and teachers while others were forced to closed to prevent further damage or loss. The local community also had a role to play in ensuring their children access and participation to education through addressing insecurity and meeting education hidden costs like paying school fees, buying uniforms and spearheading the education message to illiterate members of the community. The boy child was found to be affected most by insecurity compare to girl child. Boys were forced to protect their homesteads, involved in war fare while others were required to tend their livestock. Girls also were not left out as a significant number of them were subjected to early marriages. Based on the observed revelations the study recommends that the government and relevant stakeholders need to address the insecurity so as to improve children access to education, provide warring communities warriors with skills and loans aimed at improving their livelihood and construction of more low cost boarding schools to accommodate the big number of pupils who have quest for primary education.

**5. Impact of Free Primary Education on Pre-School Education in Mashuru Division, Mashuru District and Isinya Division, Isinya District MED 2012**  
**Student's Name: PARSAOTI SITONK JOSEPHAT**  
**Project Supervisor: MR. ISAAC MUASYA**

**Abstract**

Early childhood education in Kenya serves the critical purpose of preparing young children for primary education. Notwithstanding the associated benefits for society as a whole, the government of Kenya is involved minimally. Indeed, parents are responsible for planning, developing and managing different early childhood programs. Consequently, problems such as funding and lack of program consistency are common. Because early childhood programs are essential, the government should be involved actively in the development and implementation process.

ECDE in Kenya targets children 0-8 years old. According to the established guidelines, all children from before birth to eight years of age qualify for early childhood education. Although children in these age groups usually have similar needs such as nutrition, health, nurturance, protection, stimulation and training, children in different parts of Kenya have unique needs. For example, children from marginalized groups, usually in arid and semi-arid regions, need special attention due to the severe drought conditions that affect these regions from time to time, thus impacting negatively on the availability of nutritious diets. To meet such specific needs, the government and other non-governmental organizations usually provide additional help for these targeted groups.

**6. Factors That Influence The Retention of Female Students In Secondary Schools In Muhoroni Division Muhoroni District, Kisumu County Of Western Kenya. MED - 2013**

**Student's Name: Owano Priscah Akinyi**  
**Project Supervisor: MR. ISAAC MUASYA**

**Abstract**

The purpose of this study was to determine the factors that influence the retention of female students in secondary schools in Muhoroni division, Muhoroni District of Kisumu County. The study identified the gaps which paved way for the recommendations of intervention measures that would improve the retention of female students in secondary schools in Muhoroni District. This would enhance the attainment of their primary purpose of retaining female students in secondary schools. The schools studied included Koru Girls Secondary school, Chemelil Academy and Muhoroni Mixed Secondary School.

Five research questions were formulated to guide the study. Research question one was to identify how early marriage affected the retention of female students in secondary schools in Muhoroni Division, research question two was to examine how initiation rites affect retention of female students in secondary schools in Muhoroni Division, research question three was to examine how the attitudes of parents affect female education in secondary schools in Muhoroni Division, research question four sought to investigate how roles in the society and domestic labour influence the retention of girls in secondary school education in Muhoroni Division, research question five was to examine how poverty influence the retention of girl child education in secondary schools in Muhoroni Division.

Literature review dealt with the retention of girls in secondary education. The areas covered by literature review included:- Benefits of educating women, status of enrolment in Kenyan education system, early marriages and retention of girls in secondary schools, initiation ceremonies and the retention of girls in secondary schools, attitude of parents towards secondary school education for girls, domestic labour and the retention of girls in secondary schools, roles in society and how they affect the retention of girls in secondary schools and lastly poverty and its impact on the retention of girls in secondary schools. The sample consisted of three out of nine head teachers constituting a quarter of the total administrators and twenty-nine out of two hundred and twenty-six students constituting 1/8<sup>th</sup> of the total

number of students. The method of allocation was to ensure that the population size was reflected in the sample size.

The findings revealed that there were several factors that influenced the retention rate of female students in secondary schools in Muhoroni Division ranging from early marriage which affected the retention of girl child in Secondary Schools, initiation rites which interfered with the normal school and class attendance, the attitudes of parents which at times were negative on the girl child and most of the parents preferred educating boys to girls, the roles in the society and domestic labour were overwhelming for the girl child leaving the girls to be seriously exhausted and cannot concentrate in the class work and lastly poverty which seriously affected the education of girls as a result of the death of parents leaving the girl child to lack school fees and depend on the guardians and well wishers. The result of these are observed on the low retention rate of female students in secondary schools in Muhoroni division.

The results also indicate that the school administrators used various methods in handling female students' retention in schools and these included guidance and counseling, recommendations for bursary fund fees forms, punishments involving parents in matters of student disciplines and mobilization of the community members and well-wishers to pay for the disadvantaged girls in secondary schools. However, the administrators also agreed that more funding and support from the government and well-wishers were needed for the retention of the female students in secondary schools.

It was found out that the factors which influenced the retention of female students in secondary schools in Muhoroni Division included early marriages, the initiation rites especially the female genital mutilation, the attitudes of parents, the roles in the society and domestic labour and lastly the poverty in relation to paying school fees for female students in secondary schools.

In the light of the research findings the researcher recommends that peer educators/counselors should be posted to the mixed and girls secondary schools to survey the girl-child problems and encourage them to seek help to curb the drop out of students in secondary schools.

## **7. Determinants of Job Satisfaction Among Teachers in Public Primary Schools in Turkana West District, Turkana County. MED 2013**

**Student's Name: Imoit James Ekuwam**

**Project Supervisor: MR. ISAAC MUASYA**

**ABSTRACT**

This study sought to investigate the determinants of job satisfaction levels of primary school teachers in Turkana West District, Turkana County. Specifically, the study determined; the level of job satisfaction among teachers, the school, the environmental factors affecting job satisfaction on among teachers. The study also established the biographic characteristics of teachers that influenced job satisfaction levels and the job satisfaction measures that could be used to improve the levels of job satisfaction among the teachers. The biographic characteristics, school factors and environmental factors were the independent variables while job satisfaction was the dependent variable. The study employed descriptive survey. Both qualitative and quantitative information was collected. The target population was the all the primary school teachers, head teachers and education officers in Turkana West District. The researcher used simple random, purposive and stratified sampling techniques for sample selection. The sample was composed of 18 primary schools, 18 head teachers, 100 teachers and 2 education officers. The data was collected using questionnaires and interview guides. Validity of the instruments was determined using correlation analysis and testing predictive ability as well as review by supervisor while reliability was tested using the Cronbach's alpha coefficient. The questionnaire had Cronbach's alpha of 0.83. Data was collected during arranged visits with head teachers and education officers. Qualitative data was analysed thematically as per objectives. Descriptive statistics were used to analyse the rating of the factors. Inferential statistics: independent sample t-tests and One Way Analysis of Variance were used to test effect of biographic characteristics on job satisfaction. The person correlation was used to test the effect of school and environmental factors on job satisfaction. The results showed that teachers had low job satisfaction levels. Age, education level, teaching experience, school location and original home had significant effects on level of job satisfaction. The school factors; administrative support, teacher autonomy, and students behavior were all found to have positive correlation with job satisfaction. Environmental factors parental support, learner support, and teacher security and housing also were positively correlated with job satisfaction. The job satisfaction enhancement measures most valued by teachers were: : promotions and remuneration for extra duties done, automatic promotion to higher grades, provision of better housing within the school compound and improvement of respect and appreciation from parents and the community in general. The researcher recommends that the government should strive to provide security and housing for teachers, create awareness to the communities on the importance of good relationships with teachers as

well as the importance of community support. The Teachers Service Commission should consider teacher biographic characteristics when posting teachers.

## **8. Investigation of Kenya Certificate of Primary Education Performance in Ndeiya Division, Limuru District, Kiambu County, Kenya Med -2014**

**Student's Name:** Lucy Waringu

**Project Supervisor:** Mr. Isaac Muasya

### **Abstract**

The purpose of the research study was to establish how socio-economic, socio-cultural and school based factors affect the performance of candidates in public primary schools at Kenya Certificate of Primary Education (KCPE) in Ndeiya Division, Limuru District, Kiambu County and recommend possible interventions to improve the performance. To achieve the objectives, the views of head teachers, teachers and pupils who were in standard seven and eight from eight primary schools in Ndeiya Division were sought.

The main research question of the study was the causes of poor performance in primary schools in Ndeiya division, Limuru district Kiambu County. The specific research questions of study were; what are the effects of social economic status of parents to KCPE performance. The second was the effects of social cultural practices on pupils' performance while the last one was how the school based factors affect the pupils' performance in Ndeiya division.

The literature review dealt with social economic factors that relate to pupils performance including pupils home background, parents level of education and income. Social-cultural factors include parents' attitude, early marriage, boys' circumcision and female Genital Mutilation. School related factors were also highlighted including school administration and teaching /learning facilities, pupils' discipline, motivation of teachers/students and absenteeism. Time taken from home to school by the students was also reviewed as a factor that contribute to exam performance

The aim of the research study was to identify factors that impact negatively on pupil performance and come up with proactive solutions based on an informed opinion about the underlying issues. The research adopted descriptive research survey design approach. Findings from the research study revealed that social economic, social cultural and school based factors to a great extent contributed to poor performance of students in KCPE exam. Majority of the parents 75.5% had form four as the highest level of education. Parents who had eight years of schooling were found to be 46.8% implying that they would not motivate

their children to set high academic goals. The number of parents in professional jobs was found to be insignificant at less than 0.3%.

The research study also revealed that the number of parents who regularly checked and assisted their children with assignments was 7.4%. It was therefore prudent to conclude that pupils performed poorly because they lacked strong family support structures and parental modeling since most of the parents had low level achievements in education standards. The research study also revealed that majority of the parents 54% were peasant farmers and usually employed the services of pupils in farm duties such as feeding livestock, milking and general farming duties. Pupils were therefore distracted from their studies which affected their performances.

The research study findings revealed that alongside peasant farming, a significant number of the parents 30 % engaged in small scale business. What was significant in the research study was that boys out- performed girls by a margin of more than 27 marks. This can be explained by the fact that the education level of fathers was significantly higher than that of mothers. The researcher was also able to establish that HIV&AIDS, family instability, divorce and separations and drug abuse significantly contributed to poor performance in Ndeiya division. The school based factors that contributed to poor performance included school administration and teaching/learning facilities, pupils discipline, motivation of pupils and teachers, absenteeism, repetition of pupils and time taken to walk to school from home. Other factors that came up during the research includes; lack of school feeding Programme for pupils who were forced to learn hungry and testing policies were also sighted as being responsible for poor performance.

The conclusion of the researcher was that all stake holders need to work together towards changing parental attitudes, create awareness and support to improve performance in Ndeiya division.

#### **9. The Impact of School Feeding Program on Primary Day Schools' Attendance in Central Division Of Turkana District. MED - 2015**

**Student's Name: Pius Wanjala**

**Project Supervisor: Mr. Isaac Muasya**

#### **Abstract**

School feeding programme as a social safety net has been popular in developing countries as an instrument for achieving the millennium development goals touching on education. These programmes target populations that are food insecure and reside in areas with high

concentrations of families from low socioeconomic status and targets schools that experience poor attendance and enrolment of students. The main purpose of this study was to establish the relationship between school feeding programme and attendance in public primary schools in central division of Turkana County. Specifically, the study sought to: to establish the relationship between schools feeding programme and enrolment in the Central District; secondly, to identify the relationship between school feeding programme and dropout rate in Turkana Central division. Descriptive research design was employed to achieve this. The target population was 15 school committee members, 30 teachers and 75 pupils. The data was collected by the use of questionnaires. The data was analyzed using SPSS Provide a brief description of your findings based on each objective before going to the paragraph given below

The result of the study established that other factors besides feeding programmes affects primary school attendance. For example, poverty, which leads to hunger, was a major impediment to the regular attendance of pupils in school. The study further established the school enrolment could be affected if the school lacked feed programmes. The study came up with various recommendations, which include; the government of Kenya should empower the parents by the expansion of the existing irrigation schemes. This will increase food production and provide food security, which would boost the parentø opportunity of supplementing School Feeding Programme. Lastly, the government should put up more primary schools in rural areas to reduce the distance trekked by pupils to school and finally the community should be educated on the importance of education.

## **10. Influence Of Parental Socio-Economic Status On Students' Academic Performance In Public Secondary Schools In Tana River County, Kenya. MED- 2016**

**Student's Name: Stanslaus Otengo Juma**

**Project Supervisor: Mr. Isaac Muasya**

### **Abstract**

This study investigated the *influence of parental socioeconomic status on students' academic performance in public secondary schools in Tana River County, Kenya*. The study sought to determine the influence of parentsø income, educational level, occupation and parental involvement in education on studentsø academic performance. The study adopted descriptive survey research design. Simple random sampling was used to select the sample included in the study. The researcher studied a sample of 158 students,17 teachers and 11 parents

amounting to a total of 186 sample size. Questionnaires were used to collect information from students and teachers while interview schedule was used to collect information from parents. The quantitative data from the questionnaires was analyzed using descriptive statistics while the qualitative data was managed through thematic techniques. Target population was all the parents, teachers and all the students in Tana River County.

The findings of this study were that parents' income influences students' academic performance, parents' level of education influences students' academic performance and parental involvement in education influences students' academic performance to a great extent. From the findings of this study, the researcher recommended that; schools should put in place systems to enhance parental involvement in education, the government should increase bursary allocation to students from poor families so as to retain them in school and enhance their academic performance. It was also recommended that parents should be highly sensitized about the benefits of parental involvement in education.

**11. The Impact of Parental Socio-Economic Status On Pupil's Academic Performance In Kenya Certificate Of Primary Education, A Case Of Kiamokama Division, Kisii County. MED 2013**

**Student's Name:** Kiamiga Hezron  
**Project Supervisor:** Mr. Isaac Muasya

**12. Impact of Boys' Circumcision on academic performance in Uriri District, Migori County. MED - On -going**

**Student's Name:** Owalla Kennedy Obondo  
**Project Supervisor:** Mr. Isaac Muasya

**13. Factors That Hinder Access and Participation In Secondary School Education By Students Residing In Flower Farms Of Lake Naivasha MED – On going**

**Student's Name:** MUTWOL ABRAHAM KIPYEGO  
**Project Supervisor:** MR. ISAAC MUASYA

**14. Effects of Early Marriages On The Education Of Primary School Girls In Kenya: The Case Of Buna Sub-County, Wajir County. MED – On going**

**Student's Name:** Hellen Nekesa Sakwa  
**Project Supervisor:** Mr. Isaac Muasya

**15. Factors Influencing Kenya Certificate Of Primary Education Examination Performance In Langobaya Division, Malindi Sub County In Kilifi County, Coast Province In Kenya MED – On going**

**Student's Name:** George Ringa Mbaru



**Project Supervisor:** Mr. Isaac Muasya

**16. School Based Factors Influencing Pupils' Academic Performance in Public Primary Schools in Nyakach Sub-County, Kisumu County, Kenya. MED – On going**

**Student's Name:** Ojing Erick Otieno

**Project Supervisor:** Mr. Isaac Muasya

**17. Factors Affecting Transition Rates of Girls from Primary to Secondary School in Amukura Division Teso South District Busia County MED – On going**

**Student's Name:** Omuse Fidelis Olakacuna

**Project Supervisor:** Mr. Isaac Muasya

**Effects Of Drug And Substance Abuse On Secondary School Students' Academic Performance In Nyacheki Division Kisii County MED – On going**

**Student's Name:** Morara Johnson Mogaka

**Project Supervisor:** Mr. Isaac Muasya

**Other Responsibilities**

**April -2006 to April 2009:** Chairman of Athi Water Services Board based in Nairobi.

**April -2006 to April 2009:** Member of Athi Catchment Advisory Committee.

**September 2008 –January 2009:** Acting Chairman, Department of Educational Foundations, University of Nairobi

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