

## DANIEL K.GAKUNGA PUBLICATIONS

1. Gakunga, D.K. & Makatiani, M.I. (2012) *Foundations of Comparative Education. Distance Education Module*. Uploaded University of Nairobi E learning Portal. Published by University of Nairobi Council. Printed by CEES ([www.uonbi.ac.ke/elearningportal](http://www.uonbi.ac.ke/elearningportal))

### Abstract:

*This unit introduces you to the foundations of comparative education. The unit covers definition, scope, aims, rationale and forms of comparative education. It goes further to discuss the various phases in the development of comparative education as a discipline from early times in the history of mankind to the present time. It also covers methodological approaches in comparative education, principles of comparison in education, challenges facing the study of comparative education and the future of comparative education.*

*The unit has been organized into ten lectures. Lecture 1 covers introduction to comparative education. Lectures 2, 3, 4, and 5 cover the development of comparative education. Lecture 6 covers Institutions in the development of comparative education; Lecture 7 covers methodological approaches in comparative education; Lecture 8 covers criteria for comparison in comparative education; Lecture 9 covers challenges facing the study of comparative education; and Lecture 10 covers the future of comparative education.*

*Effort has been made to ensure that each lecture has objectives. A summary of the lecture is also given at the end of the lecture and an activity for you to use as a revision tool. Ensure you read through each lecture for you to make good use of the given content.*

2. Gakunga, D.K (2010) **M.Ed Thesis: Determinants of Accounting Students Performance in National Examinations in Private and Public Training Institutions in Eldoret Municipality, Uasin Gishu District, Kenya.** VDM Publishing House. Mauritius. ([www.vdm-publishing-house.com](http://www.vdm-publishing-house.com)) ISBN 978-3-639-23945-4.

### Abstract:

*The training of accountants is very vital in the process of national development. This is because of the role accountants' play in monitoring and managing the financial resources of organizations. In Kenya accountants are trained either in Government or Private training institutions, notwithstanding the fact that there are those who study privately. Thus there is great expectation from the public on the certification of accountants and how they do their job. Although there are various levels of training accountants, for one to be fully qualified one has to start at least at KATCI, the basis of the study.*

*It is against this background that this study purposely sought to establish what determines accounting students' performance at national examinations at KATCI. The problem of the study was that there exist differential performances by students who*

*pursue their studies either in government or private training institutions. The basic objective of the study was to establish the effect of the variables identified for the study on students' performance and also to identify what creates differential performance in government and private training institutions, as well as to make recommendations of improving students' performance at national examinations.*

*Data was collected use of questionnaires since the study design used was the survey method. Random sampling was employed to generate a sizeable sample to be used in the study. The subjects included Lecturers and students. Descriptive statistics were used to analyze the data. The findings were presented using frequency tables and percentages. The results indicated that training institutions need to improve teaching and learning facilities and other related issues in order to improve students' performance in KATCI. Government institutions were most affected. Other conclusions and recommendations, including suggestions for further research were made on the basis of these findings.*

3. Gakunga, D.K. (2010) *Comparative Education TFD 401 E-learning Module*. Uploaded in the University of Nairobi E-learning Portal ([www.uonbi.ac.ke/elearningportal](http://www.uonbi.ac.ke/elearningportal))

Abstract:

*The course focuses on Comparative and Critical Contemporary Issues in Education. The course examines the discipline of Comparative Education; Meaning, Aims, Rationale, Development, Comparative Methodology and Challenges facing the study of Comparative Education; Some National Systems of Education of selected Countries of the World (North America, South America, Europe, Asian and Africa) National Educational Policy objectives, Planning issues and educational innovations ; Critical contemporary issues and trends in global education especially Universal Primary Education (UPE), Education for All (EFA), Gender and Education, Dependency and Education, Equity and Education, , Human Rights, Justice and Education, Employment and Education, Information Communication Technology and Education, Teacher Education, Globalization and Education.*

*This course does not require any pre-knowledge in a specific area but general information and knowledge in educational issues is valuable in this course. As a student your own creativity and initiative will be an added advantage. The internet is a very valuable source of information in this course. You are therefore advised to familiarize yourself with the same .So welcome and explore the field of Comparative Education and Contemporary Issue in education.*

4. Gakunga, D.K. (2008) *Comparative Education: East African Perspective*. River Brooks Communication. Nairobi. 1<sup>st</sup> Edition.

Abstract:

*The book focuses on Comparative and Critical Contemporary Issues in Education. The book examines the discipline of Comparative Education; Meaning, Aims, Rationale, Development, Comparative Methodology and Challenges facing the study of Comparative Education; Some National Systems of Education of selected Countries of the World (North America, South America, Europe, Asian and Africa) National*



*Educational Policy objectives, Planning issues and educational innovations ; Critical contemporary issues and trends in global education especially Universal Primary Education (UPE), Education for All (EFA), Gender and Education, Dependency and Education, Equity and Education, , Human Rights, Justice and Education, Employment and Education, Information Communication Technology and Education, Teacher Education, Globalization and Education. It lays the foundation for studying comparative education for teacher trainees.*

5. Gakunga, D.K. (2010) *Educational Challenges after the Post Election Violence in Kenya. Presented at the 54<sup>th</sup> CIES Annual Conference hosted by Michigan State University, held in Chicago Illinois, USA. March 1-5<sup>th</sup>, 2010. Published by Published by the Journal of Chinese and American Publication. Volume*

**Abstract:**

*The theme of the conference is Re-Imagining the role of education in the contemporary society. The central promise of universal education, is to produce a more just and peaceful world, which has yet to be realized. What happened in Kenya in year 2007/2008 was really unexpected and an emerging issue that challenged the belief that has been held for a long time that Kenya was a peaceful country among the war torn region of East and Central Africa. The author therefore believes that this work is relevant to the conference theme, which is Re-Imagining the role of education in addressing the emerging paradigms such as political strife even in long lasting peaceful states like Kenya and how to allow educational practitioners (us) to envision a better future. The paper has endeavoured to demonstrate the influence of politics on education and how this in turn affects individual perception about peaceful coexistence among the people. The truth of the matter is that when people are well schooled or educated, then they should be able to live peacefully regardless of their differences on political lines (Republic of Kenya, Sessional paper No.1 of 2005). The main reason being that, education is an agent of change and that is why learners are taught and exposed to the national goals of the educational system so that they can practice the same in real life. This paper will therefore seek to establish through the theoretical framework why people are not able to live at peace with one another due to political influence even after being in the same class/school.*

6. Gakunga, D.K. (2010) *Challenges of Continued Civil Strife on Education. The case of Somalia. Published by The Fountain Journal of Education in the School of Education (CEES). The Fountain Journal Vol. IV No. 2*

**Abstract:**