



SOCIETY OF EDUCATIONAL RESEARCH AND EVALUATION IN KENYA

Abstracts of the Eighth Annual Educational Research and Evaluation International Conference

**Pandemic Preparedness and Resilience:
Covid 19 Lessons for Now and Future**

BOOK OF ABSTRACTS

25th - 26th November 2021

Editor

Paul M. Maithya

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SUB THEMES

- Education Sector.
- Business & Marketing Sector.
- General public (community).
- Agricultural Sector.
- Religious organisations.

- Science & Technology.
- Health & Safety/ Security.
- Tourism and Hotel Industries.
- Corporate Organisations and Societies.
- Processing and production Industries.
- Politics and Policy formulation.
- Transport and Communication.
- Mass Media Industry.
- Financial Institutions.

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PROGRAMME

Eighth Annual Educational Research and Evaluation International Conference

25th – 26th November 2021

THEME

***Pandemic Preparedness and Resilience: Covid 19 Lessons for Now
and Future***

DAY ONE, Thursday 25th November 2021

Conference Link	https://meet.google.com/wqd-phwn-rvh
08.00 am - 08.25 am	Get into the conference through the above link
08.25 am - 08.30 am	<i>Opening Prayer</i> Sr. Pauline Kebenei
08.30 am - 09.00 am	<i>Welcome Remarks:</i> Prof. Paul Maithya - Chairman Online Conference
09.00 am - 09.30 am	<i>Opening Remarks:</i> Prof. Paul Ogula - Patron SERЕК
09.30 am - 09.50 am	Dr. Emily Nyabisi & Dr. Beth Mwelu Mutilu <i>Re-Thinking Priorities and Practices in Education for Sustainability in the Covid-19 Era and Beyond</i>
09.50 pm - 10.00 am	Group Photos
Session I - Morning Session	

Session Chair	Dr. Joseph Otsyulah
10.00 am - 10.20 am	Dr. Samuel K. Rong'uno <i>Acquisition, Installation and Application of Education Management Information Systems During Covid 19 Pandemic at Secondary Schools in Uasin-Gishu County, Kenya</i>
10.20 am - 10.40 am	Dr. Mukolwe Asakhulu Newton, Akinyi Nila Oduori & Sheila Jebet Kiplagat <i>Adjustment to Covid19 New Normal Preventive Measures in Secondary Schools in Kenya: Evidence from the 2021 Students on Field Attachment from Maasai Mara University, Narok, Kenya</i>
10.40 am - 11.00 pm	Honjen Kirikua Thiharu Maingi & Paul Maithya <i>Effects of Teaching Mathematics During the Covid-19 Lockdown in Meru County, Kenya</i>
11.00 am - 11.20 am	Elizabeth J. Katam & Carolyne S. Mudeje Buya <i>Mechanisms for Coping with Socio-Ethical Dilemmas of COVID-19 Pandemic: A Case of Girls in A mixed Day Secondary School, Kiambu County, Kenya</i>

11.20 am - 11.40 am	Kingi, P.M, & Korir Elijah <i>Delegation & Participatory Leadership: Predictors of Teachers' Job Motivation in Public Secondary Schools during the period of covid-19, Kenya</i>
11.40 am - 12.00 noon	Caren Mwikali Makumi, Dr.Janet Mulwa & Prof. Jonathan Muema Mwanja <i>Reward Management Systems Influence on Implementation of Teachers' Performance Appraisal During Covid-19 Pandemic In Public Secondary Schools In Makueni SubCounty, Kenya</i>
12.00 noon - 1.00 pm	Prof. Fulbert Namwamba - Key Note Speech
01.00 pm - 01.40 pm	Lunch Break
Session II - Afternoon Session	
Session Chair	Dr. Jedidah Nankaya
01.40 pm - 02.00 pm	Dr. Janet Mulwa and Elisabeth K. Katua <i>Suggestion Boxes as Principals' Communication Strategy and Management of Students' Discipline During Covid 19 Era in Public Secondary Schools in Kisasi Sub-county, Kenya</i>

02.00 pm - 02.20 pm	Dr. Rop K. Naftali & Dr. Jepkemboi Ruth Choge <i>The New Normal for People with Disabilities in Educational Institutions During Covid- 19 Pandemic in Kenya</i>
02.20 pm - 02.40 pm	Dr. Anne Maina <i>Parental Influences on Academics in the Era of Covid-19</i>
02.40 pm - 03.00 pm	Dr. Thomas Njoroge Kinga <i>Opportunities and Challenges of E-Therapy in Covid and Post Covid Era</i>
Session III - Evening Session	
Session Chair	Dr. Janet Mulwa, & Dr. Josephine Kirimi
03.00 pm - 03.20 pm	Dr. Victorini Salema <i>African lecturers and students' beliefs about online teaching and learning during Covid 19 pandemic: A case of Tanzania</i>
03.20 pm - 03.40 pm	Kingi, P.M, & Kwanya Susan Ajwang' <i>Reward and Recognition: Predictors of teachers' Performance During covid19 Pandemic in Kisumu Central Sub- County</i>

03.40 pm - 04.00 pm	Esther Omundi (PhD) <i>Towards Strategy Response and Preparedness on Pandemic Management in the Education Sector: A Review of Covid-19 Lessons for Now and Future in Kenya</i>
04.00 pm - 04.30 pm	<i>Closing Remarks:</i> Prof Evans Ogoti
04.30 pm - 04.35 pm	<i>Closing Prayer</i> Sr. Pauline Kebenei

ABTRACTS

Re-Thinking Priorities and Practices in Education for Sustainability in the Covid-19 Era and Beyond

Dr. Emily Nyabisi & Dr. Beth Mwelu Mutilu

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Abstract

The Covid-19 viral disease spread across the world in the later part of the year 2019. The disease was declared a global pandemic in January 2020, and became a public health emergency of international concern. Beyond being a public health emergency, the rapid spread of Covid-19 affected other critical sectors globally, including the education sector. In Kenya, Covid-19 necessitated the closure of all learning institutions in March 2020; so as to avoid putting the lives of students and staff in these institutions at risk. With the numbers of those infected by the disease increasing on a daily basis, the Ministry of Education declared that basic institutions of learning will only be re-opened once the trend of Covid-19 infections goes down. Institutions of learning were later re-opened in phases and with reviewed school and academic calendars. The closure of learning institutions and the subsequent re-opening in light of Covid-19 have had, and will continue to have, major implications on various aspects of education provision. This theoretical paper gives an overview of the current status of education in Kenya, in light of Covid-19; and also provides recommendations on the priorities and practices that need to be considered as priority areas for sustainability of education in the Covid-19 era and beyond.

Key Words: *Covid-19; Education, Priorities; Practices; Sustainability*

Acquisition, Installation and Application of Education Management Information Systems During Covid 19 Pandemic at Secondary Schools in Uasin-Gishu County, Kenya

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Abstract

The survey was carried out to first determine the extent of use of Educational Management Information System (EMIS) in county secondary schools in Uasin Gishu County and secondly to understand challenges schools face in embracing the use of EMIS. To obtain data, the investigator visited twelve county secondary schools in Uasin-Gishu County, interviewed the principals and other senior school administrators and members of management boards. The findings shows that majority of the schools are far from being EMIS compliant. The key constraints pointed out include lack of awareness about the potential role of EMIS in the administration of secondary schools hence preference for a status quo, reluctance among school management boards to embrace EMIS due to lack of adequate knowledge about EMIS, lack of technical expertise as a result of lack of staff or subordinate staff trained on EMIS and financial constraints for acquisition, installation and maintenance of EMIS. Naturally, EMIS being a government initiative should have had a better organised approach. It appeared that the ministry of education was yet to create an adequate awareness among school managers and administrators about the role of EMIS in the management process, hire ICT expertise for each school or train some staff members on the skills related EMIS, design source of funding towards establishing and maintenance of EMIS in County Schools. Currently, secondary schools enjoying national status have used their financial strength and other privileges to embrace the use EMIS. Some county secondary schools could be

interested but due to insufficient know-how and financial constraint, majority have embraced status quo. The investigator in conclusion noted that there is a need for a clear framework, policy and financial arrangement from the government to ensure county and sub-county secondary schools are supported towards embracing the use of EMIS in their institutions.

Key words: *Acquisition, installation, Education management, information systems, county secondary schools, Uasin Gishu County*

Adjustment to Covid19 New Normal Preventive Measures in Secondary Schools in Kenya: Evidence from the 2021 Students on Field Attachment from Maasai Mara University, Narok, Kenya

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Abstract

It is almost two years since the world experienced the adverse effects of Covid-19, which included lockdowns, working from homes, closure of learning institutions, and unwarranted number of deaths across the globe. Indeed, the number of confirmed cases has spiralled since the World Health Organisation (WHO) declared the virus an international public-health concern in January 2020 (WHO, 2020). For instance, WHO, since April 2020, has reported millions of confirmed cases around the globe, with not less than a half a million deaths resulting from the virus. The global economy has been crumpled, whereas strict and occasional lockdown measures have continuously forced millions

of people around the world to stay and work from home. The lock down measures have since caused considerable hardships and disruptions of over 75 million school and college-aged children and youth. Hence, in many countries, about 1.53 billion learners are repeatedly out of school, and over 184 countrywide school closures, affecting 87.6% of the world's total enrolled learners. Consequently, dropout rates across the globe are likely to rise because of this massive disruption to education access (ECW, 2020). Despite increasing research on vaccination developments and other preventive measures, the world, Kenya included, has suddenly been forced to adapt to the 'new normal', that is, work-from-home settings, parents home-schooling their children in a new blended learning setting, lockdowns and quarantines, and the mandatory wearing of face mask and face shields in public (MoH, 2021), among others. Nevertheless, due to differences in resources, infrastructure, and awareness of epidemic prevention and control, capabilities for COVID-19 prevention and control in various regions across the country may show significant imbalances as the COVID-19 epidemic embraces the 'new normal' in Kenya. This is particularly of great concern with the full-blown resumption to face-to-face learning in educational institutions. Thus, the main objective of this paper is to present the findings of a study that focused on the adjustment strategies in response to developments in the COVID-19 pandemic as a new normal in learning institutions in Kenya; with evidences drawn from Maasai Mara University students who were on field attachment for their teaching practice and, guidance and counselling practicum, fairly spread across Nairobi, Rift Valley, Nyanza, Central and Western regions in Kenya, during the January-March, 2021 period.

Effects of Teaching Mathematics During the Covid-19 Lockdown in

Meru County, Kenya

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Abstract

Schools had started rotational or on shifts-based programmes. This was because of Covid-19 virus so as to allow social distancing in avoiding contracting the disease. Nonetheless, the study reported in this article is of importance as far as remote teaching (ERT) is concerned. The COVID-19 global pandemic widely affected education across the world and engendered unprecedented scenarios that required expeditious responses. In Kenya, the pandemic came on top of pre-existing inequalities in the education system. Using a qualitative research method of exploratory and descriptive nature, this study engaged a social justice framework to explore the teaching and learning of mathematics during the COVID-19 lockdown in a context of historical disadvantage. A sample of twenty-three Secondary school in Meru County was used. Mathematics teachers at various public secondary schools in Meru County were used in the study. The teachers were selected through purposive sampling. A Google-generated open-ended questionnaire and follow-up telephonic interviews were used to collect data. Data were analysed thematically in five steps. The findings revealed that, the WhatsApp platform is a valuable tool that can support the teaching and learning of mathematics beyond the classroom in the contexts of historical disadvantage. The findings also provided insights into how mathematics teachers became learners themselves during emergency remote teaching (ERT), as they had to adapt to digital teaching, find solutions to unfamiliar problems and acquire knowledge from a larger mathematics education community around the globe. The article discusses these findings and teachers' challenges of transitioning

from traditional face-to-face classrooms to ERT and how they were addressed in context of improving mathematics performance in Meru County Kenya. Disadvantage has foregrounded issues of inequality in the Kenya education system that must be dealt with urgently to solve the problem.

Key Words: Covid19, New Normal, Secondary Schools, Field Attachment

Mechanisms for Coping with Socio-Ethical Dilemmas of COVID-19 Pandemic: A Case of Girls in Amixed Day Secondary School, Kiambu County, Kenya

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Abstract

The COVID-19 pandemic and its containment measures have affected every aspect of life including education sector by providing a new unique experience. Despite online learning adopted to fill the face to face learning gaps created by the pandemic, the plight of school going age girls can't be ignored. The main objective of this case study was to examines some of the coping mechanisms adopted by girls in a day secondary school in Kiambu County in order to overcome the socio-ethical challenges posed by COVID-19 pandemic. Descriptive design was utilised to collect data using a questionnaire. Purposive sampling was utilised to obtain a sample of 20 respondents. The main socio ethical dilemma that the school girls in the selected mixed day secondary school faced include disruption of their social groups and they were exposed to sexual and drug abuse. Among the coping

mechanism the school girls adopted included engaging more on online activities and seeking sibling assistance. The major remedy suggested is government interventions in the cost of internet provision during the pandemic. The paper contextualises the issues raised with an aim of drawing practical implications for future education research, policy and planning..

Key words: *COVID-19, Learning, Socio-ethical dilemma, Coping Mechanism*

Delegation & Participatory Leadership: Predictors of Teachers' Job Motivation in Public Secondary Schools during the period of covid19, Kenya

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Abstract

The study purpose was to examine the influence of principals' delegation and participatory practice on job motivation from the point of view of the teachers. The study adopted a mixed methods research design. The sample size was 191 respondents. The study utilized both questionnaires and interview schedule for collecting primary data. The researcher then distributed research tools to the respondents of the sampled public high schools and collected questionnaire after one week. All the received questionnaires were coded to enable entry of data into SPSS (version 25). Descriptive statistics (percentages, means and standard deviation) and inferential statistics were used for analyzing quantitative data. Thematic analysis was utilized for analyzing qualitative data from the open-ended questions. Inferential statistics such as Pearson correlation and regression analysis was utilized for

testing hypothesis. The study found a significant relationship between the principals' delegation and participatory leadership on job motivation of teachers in Public Secondary schools in Bomet Central sub-county, Bomet County. There was prompt feedback from teachers on delegated duties and the principals engage teachers in dealing with discipline cases among others. The study recommended that the management of public schools put in place strategies meant for improving teachers' performance and formulate motivational policies which improve teacher motivation.

Key words: *Delegation, Inclusive, Leadership, Teachers' Job Motivation Public Secondary Schools.*

Reward Management Systems Influence on Implementation of Teachers' Performance Appraisal During Covid-19 Pandemic In Public Secondary Schools In Makueni Sub-County, Kenya

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Abstract

This study investigated the influence of reward management systems on implementation of teachers' performance appraisal during covid-19 pandemic in public secondary schools in Makueni Sub-County, Makueni County, Kenya. The study objectives established the influence of financial tokens, promotions and letters of commendation on implementation of teachers' performance appraisal during covid-19 in public Secondary Schools. The study targeted 44 principals, 563

secondary school teachers and 1 Teachers' Service Commission Human Resource Officer from which a sample of 22 principals and 56 teachers was selected using Stratified Proportionate Sampling, simple random sampling, Census and purposive sampling techniques. The study used Descriptive survey design and used Questionnaires and an interview schedule to collect data. Data was analysed qualitatively and quantitatively using descriptive and inferential statistics with the aid of SPSS computer software. Quantitative data presentation was done using cross tabulation tables and frequency distribution tables. Qualitative data was organised into themes based on study objectives and presented in a narrative form. The results of Pearson's Product Moment Correlation (r) for Principals indicated a positive relationship existing between financial tokens, promotions as well as letters of commendation and implementing of teachers' performance appraisal respectively where ($r(20) = 0.603$, $r(20) 0.855$, $r(20) 0.821$ and for the teachers' responses $r(56) = 0.652$, $r(56) = 0.844$, and $r(56) = 0.855$ at a 0.01 set level of significance and at $p < 0.05$ respectively. The study concluded that financial tokens, promotions and letters of commendation had a positive influence on implementation of performance appraisal for teachers during covid-19 pandemic.

Key words: *Reward, Implementation, Performance Appraisal, Financial tokens, promotions, Letters of commendation*

Suggestion Boxes as Principals' Communication Strategy and Management of Students' Discipline During Covid 19 Era in Public Secondary Schools in Kisasi Sub-county, Kenya

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Abstract

This study sought to investigate principals' use of suggestion boxes as a communication strategy in management of students' discipline during Covid 19 Era in public secondary schools in Kisasi Sub-County, Kitui County, Kenya. The study objectives sought to establish the availability of suggestion boxes in schools for management of students' discipline and to determine the frequency at which Suggestion Boxes were opened by the Principal during Covid 19 era. The study targeted 20 principals, 140 teachers who consisted of 20 deputy principals, 20 heads of departments, guidance and counselling, 20 form four class teachers and 20 presidents of the students' council from which a sample of 18 principals, 54 teachers, and 18 students were picked using census sampling, making a total of 90 respondents. Descriptive survey research design was used in the study. Data collection was done using Questionnaires. Data was analysed with the aid of Statistical Package for Social Sciences (SPSS) software. Both quantitative and qualitative data generated from the study was analysed using descriptive statistics. Qualitative data generated from the study was organised into themes based on common responses and reported in a narrative form. Quantitative data was presented using frequency distribution and cross tabulation tables. The study established from majority of the principals 55.6% that they had suggestion boxes in their schools and only 44.4% of the schools did not have them. The study concluded that use of suggestion boxes could help in alleviating most of the students' related

indiscipline issues during Covid-19 era. The study recommended that more schools should be encouraged to have adequate suggestion boxes. The suggestion boxes should be strategically placed in their premises and opened regularly.

Key words: *suggestion boxes, discipline of students, communication strategies, management of students' behaviour*

The New Normal for People with Disabilities in Educational Institutions During Covid- 19 Pandemic in Kenya

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Abstract

People with disabilities world over have been secluded in all aspects of life in the society. The neglect period of 18th century where such people were associated with curses yielded special needs institutions with poor conditions where such people were dumped and given very little care, a condition that matched those of prisons. The advocacy groups championed by associations for and of people with disabilities led to fair treatment in the 20th century that considered majorly the education and social aspects among these people, (Michael Ndurumo, 2015). According to Individuals Disabilities Education Act (IDEA) 2017 these people include the Deaf, Blind, Physically Handicapped, Mentally Retarded, Behavioural Disordered, Learning Disabled, Gifted and Talented, Visual Impairment and the Hearing Impaired. Life for this group ordinarily has been challenging both socially and academically. The onset of COVID-19 pandemic complicated the way of life for this group. Social distancing and instructional methods have been a

challenge and there is little effort from the government to consider expansion of facilities in learning institutions as much concentration is given to the 'Normal'. These people take long to conceptualise the dangers associated to covid-19 because of lack of awareness due to segregation, therefore leading to high impact of the pandemic on them. The advocacy groups that are supposed to be representing them at times exploits them in cases where the government was to give any assistance associated with the pandemic. Coupled with their disability, it puts them in difficult positions that need policies to be put in place to reduce the impact and adapt to the new normal with ease.

Key words: *COVID-19 Pandemic, People with Disabilities, New Normal*

Opportunities and Challenges of E-Therapy in Covid and Post Covid Era

Thomas Njoroge Kinga, Ph.D

Abstract

The growth in communication technology across the world has seen a drastic paradigm shift in how we transact a broad array of social economic affairs. A lot more people are occupying the digital space and anyone not there risks isolation. The COVID 19 pandemic brought about containment measures that came with immense psychological distress therefore necessitating greater need for therapy. This accelerated the shift to the digital space and e-therapy became a common phenomenon in counselling and psychotherapy. Therapists had to quickly adapt to this new normal in order provide psychological and emotion support. For many therapists this was their first experience with a client remotely. May therapist remain ambivalent concerning the efficacy of this form of therapy. Although e-therapy provides alternative access to psychotherapy it comes with immense challenges. The

objective of this paper is to review literature on the concept of e-therapy, its opportunities and challenges with a view to provide insights into this novel approach to therapy and to offer recommendations for the advancement of this mode of therapy wherein the future lies.

Key words: *E-therapy, opportunities, challenges, therapist, client*

Reward and Recognition: Predictors of teachers' Performance During covid19 Pandemic in Kisumu Central Sub- County

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Abstract

Teaching as a profession is demanding, stressful, under supported employment that leads to high teacher turnover, strikes, absenteeism low attendance and early retirement. TSC also concentrate on the member-based rewards rather than the performance-based rewards. The purpose of this study is to investigate the influence of recognition and promotion management in sustaining primary teachers' performance in Kisumu Central Sub-County. This study was guided by Equity Theory. The study adopted a mixed method design. The target population constituted of 34 public primary schools, 34 head teachers, 700 teachers and one Sub-County director in Kisumu Central Sub-County. The study employed stratified random sampling technique to select a sample of 34 head teachers and 210 teachers. Data was collected using questionnaires and interview schedule. The coded data was entered accordingly in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Quantitative data was to be analyzed through descriptive and inferential statistics (person correlation and regression analysis) while qualitative data was analyzed by arranging them according to the themes. The findings were then presented using frequency tables. Based on the findings, TSC recognition management

had a significant influence in sustaining teachers' performance since the framework used by TSC to award excellent teachers has motivated them to produce good results ($r=0.226$, $p=0.003$, <0.05) and ($r=0.557$, $p=0.001$, <0.05). It was clear that availability of promotion opportunities for teachers can encourage them to improve their performance ($r=0.357$, $p=0.018$, <0.05) and ($r=0.491$, $p=0.010$, <0.05). The study concluded that TSC recognition and promotion management had a significant influence on sustaining teachers' performance. The study recommends that the Teachers Service Commission (TSC) and the school administration to provide more support to teacher promotion in order to boost not only teachers' performance as well as their students' academic performance.

Key words: *Teachers, non-monetary reward, recognition, promotion, teachers' performance, schools*

Towards Strategy Response and Preparedness on Pandemic Management in the Education Sector: A Review of Covid-19 Lessons for Now and Future in Kenya

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Abstract

Since its outbreak, COVID-19 has wreaked havoc across the world and like any critical sector, education has been hit hard. Students, schools, colleges and universities have been deeply impacted. There was hardly any teaching and learning taking place during this period especially in the developing world where technical know-how and financial ability are constrained. This was mainly due to the lack of robust strategy to deal with such a global pandemic. Pandemic diseases pose grave and

growing risks to the education sector that match or exceed those presented by transnational terrorism. This is because of the central stake played by education in nurturing future generations. To this end, it is important for the education sector to design a framework that will support teaching and learning even in pandemic periods especially for future pandemics. The purpose of this paper was therefore to develop a framework towards strategy response and preparedness on pandemic management in the education sector: A review of COVID-19 lessons for now and future in Kenya. The specific objectives of the study were to assess pandemic detection mechanisms for institutions of learning in Kenya, establish pandemic responses by the education sector in Kenya and evaluate effectiveness of a proposed pandemic response and preparedness strategy. The study employed a longitudinal survey research design and targeted 13 TSC officials, 47 school administrators and 47 school heads representing one per county. The total target population was therefore 107 respondents who also formed the study sample as a census of this respondents was employed. Electronic questionnaires were used to collect data after testing for validity and reliability. Descriptives including frequencies, percentages and means we're used to analyse data collected. Study findings will be important for policy makers in the education sector.

African lecturers and students' beliefs about online teaching and learning during Covid 19 pandemic: A case of Tanzania

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Abstract

Online education is a form of education which is delivered and administered using the internet. Online education is provided by fewer Universities in Africa than the western world. The outbreak of Covid 19 has all the same forced even those who were against online teaching to embrace it. It is under this situation this study is exploring the beliefs of lecturers and students on online courses or programmes in relation to the outbreak of Covid 19. This study is anchored on Action and Theory of Planned Behaviour. This study applied concurrent triangulation design which helped the researcher to collect both qualitative and quantitative data to explore the beliefs of lecturers and students on online courses as a way to mitigate the impacts of Covid 19. The study targeted university lecturers, managers and students in selected universities in Tanzania. The findings indicate that lecturers and students were positive about the use of online learning and there is no statistically significant differences in mean scores between lecturers and university students on the use of online learning. However, various challenges are listed to hamper the smooth running of online learning such as lack of adequate resources, poor connectivity of internet and lack of knowledge and skills on how to use the online platforms. This study recommends to the universities to improve the availability of resources for online learning and to invest in staff capacity building to motivate the lecturers to use online teaching more effectively.

Key words: *Online courses, perception, Covid 19*

Parental Influences on Academics in the Era of Covid-19

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Abstract

Parents are the first teachers in children's life. This means that learning begins before a child first walk into a classroom. The skills developed in early years of childhood, forms the basis for future learning and human capital development. Holistic development and early interventions are the most cost-effective measures that a child can be given during this stage of child's growth and development. Such measures minimize the need for special interventions, have the most significant impact on children's development and learning and have a decisive and lasting influence on how children grow to adulthood. The longer the parents and the society waits to intervene in the life cycle of a disadvantaged child, the more costly it is to put right. Advocates of the child argue that ECE should be a major priority on a country's development agenda, at home as well as in class/school. However, none of the education polices nor the many conventions on education have emphasized on the direct role of parents in educating children at home, importance of their involvement in their growth and development nor in education. The coronavirus disease (COVID-19) pandemic has upended family life around the world and with a lot for parents to navigate around. In response to the ongoing COVID-19 pandemic, countries have taken unprecedented steps in an effort to prevent and contain spread of the virus. Some of these containment measures have included closures of schools and childcare services, lockdowns, working remotely, and guidelines for physical distancing, and suspension of community and recreation services. Robert Jenkins, UNICEF's Global Chief of Education, offers five tips to help keep children's education on track while they're staying at home. The tips are based on the child and not addressing the parents' issues in line with their children's education, yet children are supposed to be reliant on their caregivers for nurturing and to meet all their developmental needs. (Andrei, 2020). The ongoing crisis is likely only to exacerbate the situation of children who are living

in home environments characterized by lack of access to developmentally appropriate resources, such as toys and books, low levels stimulation and responsive care, or inadequate supervision prior to the crisis. This was compounded with the economic instability and social isolation which in many cases has caused stress and anxiety to the family. To examine the impact of the current covid-19 restrictions on social interactions, the researcher conducted a study on parental perceptions and interactions with children's development during the forced children's stay at home. The study targeted the middle and low-income parents within an urban setting. The population was determined by the age bracket of their children; 6-12years who are already in school. They can reason and question the situations as they occur. A questionnaire was used to assess parents' social interaction with their children on various aspects development and Media use in education and general information on covid-19. The study was guided by the following objectives: To investigate on parental interaction with school going children on various aspects development, to investigate on their level of direct involvement in children's education while at home, Assess their feelings towards children prolonged stay at home and the use of mass media. Results reviewed lack of parental awareness of their children's curriculum, inadequate skills in the use of media in facilitating learning at home, financial burden on parents which made them opt for children in school to give them time for other responsibilities and poor interaction in emotional, physical, social and media use of their children. Academics was viewed as teacher driven.



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