

Effects of COVID 19 on Education in Kisumu County

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Abstract— Since covid 19 was declared a world pandemic, its effects on various sectors is steadily being looked at. This paper sought to look into the effects of covid 19 on education within Kisumu county in Kenya. Using a desk top review of secondary data methodology and observation as well, the paper looked at the effects of covid 19 on learners, parents and teachers where it was established that the pandemic largely affected the quality of education in Kisumu county negatively. Even though some minimal positive effects were noted but still with challenges which called for improvement in future. The paper has proposed a number of recommendations and drawn conclusion on preparedness and mitigation for similar situations in future.

Methodology
Information presented in this study are collected from prepared reports by National and International agencies on Covid 19 pandemic, Authentic websites, E-content and Journals on impact of Covid 19.

Index Terms— covid 19, E-content.

I. INTRODUCTION

From March 2020, when the world acknowledged the covid 19 virus as a pandemic affecting the lives of millions across the globe, education is one of the sectors which has been hit hard, across Africa, in Kenya and Kisumu county in particular has not been left out. Literature in Covid 19 is very minimal. Most literatures in Covid 19 are directly related to medical studies, Chinnazi et al 2020, Hopeman et al 2020, kreamer et al 2020, Wu and MCgoogan 2020. This could be attributed to fact that education rarely incorporate effects of diseases on effective learning provision, but Covid 19 affected every sector of humanity, education included which led closing down of schools. As the medics and economists are trying to find solutions on the pandemic and how to fix economy respectively from the Covid 19 impact, which inhibited human bility and caused close down of businesses Kreamer et al 2020. Covid 19 which first appeared in Wuhanick-China

II. KISUMU COUNTY

Kisumu county is one of the 47 counties in Kenya created after the promulgation of 2010 constitution of Kenya. It is

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lying within longitude 33⁰, 20E, and 35⁰, and latitude 0⁰, 20S. It boudersHoma Bay county to the south, Nandi to the North East, Kericho to the NorthEas, Vihiga to the North West and Siaya to the North West. It covers a total land area of 2009.5KM², and another 567 KM² covered by water mainly fresh water Lake Victoria. The county population according to 2019 national census is 1,155,574. The population density is 550 persons per Km². Population density by sex is 556,942 males and 594,609 females. (2019, Kenya population and housing census). Kisumu county has seven sub-cuntiesie Kisumu East, Kisumu Central, Kisumu West, Nyando, Muhoroni and Nyakach. The county has a department of Education headed by CEC-Member. The department majorly handle early childhood development and vocational training which are both devolve function.

Kisumu county has a total of 847 schools which include675 primary schools and 172 secondary schools. The county also houses some 23 institutions of higher learning and the county is a very unique in the sense that it has a city.The effects of the pandemic cuts across this massive population of both learners, teachers, and parents as well resulting to austerity measures to cope with the situation and minimize the spread within the county education sector.

A. Effects on Learners;

The school lockdown occasioned by the upsurge of the Covid 19 pandemic had a devastating effect on learners, a bout One billion students worldwide in over 120 countries were affected resulting to stoppage of face to face learning(Azzi-Huck,Shmis 2020). According to Shanzad et al 2020ab, Covid 19 helped change the traditional way of education to modern way of learning by incorporating artificial intelligence (DiVaio et al,2020a) through introduction of website learning portals, video conferencing and many other blended learning tools. In Malasya, universities have embraced and are happy since it offers 24/7 learning programs and makes it easy to access learning materials in 24hour basis. In Kisumu county, most of students were deprived from physical contact between them and their teachers resulting is a big gap on education delivery. Kisumu being one of the counties with high poverty index in Kenya, majority of its learning population depended on the infrastructure and learning materials within the schools. The closure during the pandemic denied the students the opportunity of using these infrastructures like libraries thereby compromising the quality of the education. Schools majorly acts as social hubs for the students, many students within Kisumu county missed out on this vital part of social development during the close down. A good proportion of the learners especially those in pre-primary, some primaries and

even secondary boarding schools suffered malnutrition when they missed on the balanced diet food subsidy provided in the schools thereby affecting their health. Students got engaged into anti-social behavior like drinking, smoking, unwanted sex that saw sharp increase in teenage pregnancies, STI among the teenagers. All these negatively impacted on the community in terms of moral standards and moral decay. Introduction to digital learning also compounded the problem as majority of learners could not get access to the digital education resource materials especially the less privileged and even to the privileged, both suffered stress of getting into the new order which they were never used to.

B. Effects on Parents

The parents of the learners within Kisumu county have not been spared with the ravaging effect of Covid 19 pandemic. This has inhibited their capability to fully or partially execute their responsibilities in ensuring smooth learning of their kids. This is as a result of the economic shock. The pandemic has been ruthless to the parents above 50 years and those with other underlying health issues. Parents have died as a result of Covid 19 putting education of their children in limbo especially where the deceased were the ultimate bread winner of the family. The economic shock came with massive job losses, companies downsized, others closed and this strained the economic power of households and largely compromised the quality and quantity of resources the parents could give to support education of their children. Generally, most parents within Kisumu county suffered a lot of stress during the period the schools were closed down and this impacted on both physical and emotional drain.

C. Effects on teachers

Teachers within Kisumu county suffered a double faced effect, both as parents and as trainers. The ministry of education came up with policy measures geared towards mitigating spread of Covid 19 and also ensuring continuity of learning activities within schools. Teachers found themselves in between implementing MOE policies (Areba 2020) and the ravaging effect of the pandemic. This cause some teachers to resign, others sought early retirement as they could not handle the pressure anymore. The challenges and pressure that came with rolling of digital learning, the compressed school calendar to try and make up for the lost time during closure has actually made teachers workaholic, fatigued and depressed. This highly and negatively compromise the quality of education delivery.

III. RECOMMENDATIONS

The county government should implement ICT infrastructure in public schools to enhance digital learning.

Investment on physical infrastructure in the public schools should be improved to decongest the already congested classrooms in public schools to enhance social distancing as recommended by the WHO.

The county should petition TCS to employ more teachers in public school to meet teacher student ration prompted by additional classrooms.

Parents should be more creative and innovative on

alternative sources of income to supplement their earnings.

The county government should strengthen affirmative action and youth development programs to encourage creation of alternative sources of income amongst the population.

Counselling programs should be availed and strengthened at the local community level to help address the emotional shock that has led to family distress.

The county government should strengthen primary health care services at the local community levels by availing drugs, vaccines and personnel.

The county government should partner with the national government on capacity buildings programs to equip teachers with skills on digital learning, employ more teachers and improve the infrastructure in schools.

Counselling programs should be availed to teachers to address their emotional shock caused by the pandemic.

IV. CONCLUSION.

The county government of Kisumu should invest heavily on health care services and factor in emergency funds kitty in their annual budget which will come in handy in a situation similar to this pandemic in addressing mitigation measures at the initial stages of the pandemic.

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