UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION

THEME

UTILIZATION OF OPEN AND DISTANCE LEARNING IN ADDRESSING EDUCATIONAL CHALLENGES IN KENYA TOWARDS FULFILMENT OF THE VISION 2030

BOOK OF ABSTRACTS

18TH April 2013

Venue: QC
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The School of Continuing and Distance Education is in the College of Education and External Studies (CEES) which is one of the six colleges that constitute the University of Nairobi.

It is the oldest college in the university because its origins go back to 1953 when it was established as an Extra-mural centre of Makerere University.

It has in the last five decades spearheaded the development of Open and Distance education alongside the training of graduate teachers for our secondary school system as well as other tertiary institutions.

In addition to realizing the University’s Mission and Vision, the College also aims at maintaining a leadership role in the generation, acquisition, application, dissemination and preservation of knowledge as well as consultancy and research as it trains graduate educators and provides an environment in which the frontiers of knowledge are expanded. The college also aims at being a leading Centre of Excellence in graduate teacher education through different modes of delivery such as face to face, Open, Distance, e-learning (ODeL). While pursuing these goals, research and community service for sustainable development remain the focus of our work.
UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION

SCHOOL MANAGEMENT TEAM

Dr. Harrriet Kidombo,
Dean School of Continuing
and Distance Education

Mr. Jekoniah
Director CODL

Professor David
Macharia, Chairman
Department of
Distance Studies

Dr. Omondi
Bowa, Chairman
Department of
Educational Studies

Dr. Charles M.
Rambo, P
Chairman, Department
of Extra mural Studies
SCHOOL CONFERENCE
STEERING COMMITTEE MEMBERS

Dr. Anne Ndiritu, Chairman

Mr. Chris Mutunga, Secretary

Dr. Angeline Mulwa, Committee Member

Mr. Peter Nzuki, Committee member
CHAIRMAN’S WELCOME

Dear Colleagues,

As the conference chairman, and on behalf of the steering committee for the School Conference, it is my great pleasure and pride to extend my warm welcome to you all to our first ever conference in the School of Continuing and Distance Education. This conference will provide an unparalleled opportunity to participants to share their academic research findings information, discussions and presentations.

At the school of Continuing and Distance education we are pleased to be part of the growth of the University of Nairobi as it endeavours to become a world-class university committed to scholarly excellence. I hope that you will enjoy the conference and I look forward to many more conferences in the coming years.

Yours sincerely

Conference Chairman
KEYNOTE SPEAKER

PROVIDING EDUCATION THROUGH ODL AT THE UNIVERSITY OF NAIROBI: ARE WE OUT OF THE WOODS YET?

Professor David Macharia.
Chairman, Department of Distance Studies

The discussion is organized in the following main subtopics:

- History of ODL at the university of Nairobi
- A Program Designed to Satisfy Special Needs of Adult Students
- The Need to Keep Relevant
- The Future is Beckoning for the Brave
- The Open Learning University of Kenya
- National Philosophy and Concept of Kenya Qualifications Framework
- Recommendations
- References
WORKFORCE FLEXIBILITY IN DISTANCE EDUCATION: NORM OR EXCEPTION?

Dr. Harriet Kidombo

ABSTRACT

Workforce flexibility is an employment strategy that has emerged as a response to cut costs and improve efficiency. It is a firm’s capability to reconfigure, expand, or contract its human resources and processes according to changes in business conditions. Flexibility focuses on alternative work arrangements such as the use of contractual and temporary workers. It involves a set of activities that the firm pursues to change its human resources and processes according to changed environmental and organizational requirements. The changing lifestyle preferences and career patterns of people demanding for more leisure time, less rigidity in working time and more control of their time has also hastened the adoption of flexible work patterns. This paper looks at the concept of workforce flexibility in the context of distance education. It is noted that distance education is an industrialised form of teaching and learning where management practices such as the composition and employment patterns of human resources management are defined by the prevailing work conditions at any given time. This paper explores the relevance of the concept of workforce flexibility in distance education using the model of the ‘flexible firm’ advanced by Atkinson (1984). This model focused on the type of contracts offered by employers and proposed a differentiation between a core workforce of full-time permanent employees, for whom functional flexibility was seen to be appropriate; and a peripheral workforce of part-time, temporary and sub-contractual workers for whom numerical flexibility was relevant. Empirical findings derived from an analysis
of the composition of employees and other service providers engaged in various programmes in the School of Continuing and Distance Education, University of Nairobi supports the flexible firm model. It is concluded, however, that while workforce flexibility has many financial advantages for the employer, it can reduce commitment and loyalty, hence should it be the norm or exception?

**Key words:** Workforce flexibility, distance education, flexible firm
MANAGING FOR SUSTAINABILITY: THE CASE OF THE DEPARTMENT OF EXTRA-MURAL STUDIES UNIVERSITY OF NAIROBI

Prof. Christopher Gakuu

ABSTRACT

The concept of the extra-mural studies was introduced to Kenya in the early 1950s from Makerere University. The idea was to extend some rudimentary university education thereby expanding access to higher education to Kenyans particularly the adult literacy levels. The extra-mural method of access to university education in Kenya developed rapidly since those early days. However, due to the need to expand the mainstreamed conventional mode of study in the mid 1980s, the extra-mural activities were suspended.

In the late 1990s public universities were faced by unfamiliar challenges of escalating costs and the stringent public fiscal policy and the resulting tendency to reduce funding to the higher education sector in Kenya. The public universities had develop innovative ways of raising their own revenue for sustainability. At the same time the growing public demand for university education required a change from the traditional stringent methods of the conventional ivory tower mentality to one that was more open and allowed massification of higher learning. This gave birth to the revival of the extra-mural activities.

The purpose of this paper is to describe how the Department of Extra-Mural Studies has developed to become one of the largest departments in the University of Nairobi generation revenues for its own sustainability and to mother institution yet keeping to generally
accepting level quality education and standards. The paper focuses on the competitive strategies, the quality issues, the sustainability modeling adopted method to university education was revived and how it has expanded so rapidly analyze the sustainability strategies developed and the monitoring and evaluation methods used.

Key words: Extra-Mural; sustainability; competitiveness; quality; monitoring and evaluation.
STRATEGIES FOR MARKETING OF THE BACHELOR OF EDUCATION ARTS PROGRAMME IN DEPARTMENT OF EDUCATIONAL STUDIES, SCHOOL OF CONTINUING AND DISTANCE EDUCATION, UNIVERSITY OF NAIROBI, KENYA. (BED. ARTS)

Dr. Omondi Bowa
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ABSTRACT

The establishment of many new Public and Private Universities has brought with it stiff competition for students in programmes similar to those offered by the Department of Educational Studies. The programme facing the stiffest competition in the Department is Bachelor of Education (Arts) which has been mounted by most of the new universities. Such competition would normally cause a reduction in student enrollment unless mitigating measures are taken. In the case of the Bachelor of Education (Arts) programme in the Department, student enrollments appear to have dropped slightly. It is therefore important to consider strategies that can be used to maintain our competitive edge. The strategies that should be considered include review of the stage at which application fee is charged on prospective students, distribution of brochures in Primary Schools, use of JAB lists of unsuccessful applicants, decentralization of residential tuition sessions and assessment to selected regional Centres, hiring of academic and administrative staff and attaching them to Regional Centres where decentralized Residential Sessions are housed, printing of Study Units and issuing to students in time, equipping of Regional Centres with computers and Internet connectivity, uploading of all study materials on e-learning platform and training students on how to access, use of electronic library resources, electronic instruction by use of e-learning multimedia platform, facilitation of examination marking process and timely release of results, aggressive marketing at
Regional Centres and Sub-Centres during study field visits, branding of Regional Centres to reflect image of the University, engaging paid agents to carry out recruitment of students in various regions, charging competitive fees. When these strategies are implemented in a well coordinated and structured way, the B.Ed (Arts) programme will continue to be vibrant. It will also attract more and more students from within and outside the country and become one of the biggest programmes in the University since demand for teachers will continue to rise in sub-Saharan Africa for many years to come.

➢ **Key words:** Stiff competition, competitive edge, aggressive marketing, internet connectivity, multimedia platform, decentralized residential tuition, regional centres.
CHALLENGES OF WOMEN STUDENTS IN DISTANCE EDUCATION PROGRAMME IN KENYAN UNIVERSITIES

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ABSTRACT

This is a gender based studies of challenges of distance Education research. The study adopted descriptive survey research design with a biased on quantitative approach. A structured quantitative posing 15 challenges expected or assumed to be faced by women students pursuing undergraduate degree courses through Distance Education (DE) in Kenya, was mailed by the researcher to 1600 women selected randomly from both public and private universities scattered all over Kenya. Achieving a response rate of 75.5%. This study revealed irregular and unsystematic supply of reaching material (modules, untimely tutorial help, poor quality of supplied learning materials and lack of study centre) in most of the learning institutions are the first four most severe challenges of women learners in distance education. Some institutions make the DE students appear in all the papers with regular students, longer turnaround time (TAT) of supplied materials, learning in isolation, accommodation at the venue of the personal contact programmes (PCPs), compulsory participation in PCPs respectively are the other next six challenges, ranked by students in order of severity which affect the women learners negatively. The researcher has therefore suggested in this study how some of these challenges or problems can be taken care of by the DE learning institutions in Kenya.

Key Words: Personal Contact Programme; Tutorial Systems; Distance Education Systems
ABSTRACT

This paper discusses the major Issues and Challenges that have faced Education in Kenya with specific reference the Teaching Profession in Kenya since independence. The challenges discussed include the following:

First was the increased enrolment in primary schools in 1960s following declaration of Free Education in lower primary resulting in employment of untrained teachers to cope with numbers in school but without any teaching experience. Second was the declaration by the 2nd President of Kenya on Jamhuri day 12th Dec 1978 of Eradicating Illiteracy in Five Years resulting in employment of school leavers with no training as adult literacy teachers. Third was the declaration of Free Primary Education in upper classes in primary school resulting in higher enrolment in upper primary forcing under-qualified teachers who were trained for lower primary to teach upper primary classes.
Another challenge discussed in the paper was the deployment of diploma holders to teach in upper secondary classes yet their training prepared them to teach largely in lower secondary classes.

The fifth challenge discussed in this paper has come from current Sessional paper No. 1 of 2005 on A Policy Framework for Education, Training and Research which has noted that the training given to primary school teachers in six teaching subjects has not equipped them with competence to teach any of those subjects satisfactorily in the class.

Final challenge discussed in this paper is the shortage of Mathematics, Science and ICT teachers and concerns of stakeholders in poor performance in these subjects in the secondary schools.

This paper, further discusses the initiatives of the University of Nairobi in addressing these challenges which involved practicing teachers by establishing in-service teacher training programmes by open and distance learning modes. The open and distance learning Teacher Training Programs discussed include Primary School Teacher In-service Programs of 1967 to 1970 and 1982 to 1985, Adult Literacy Teachers In-service Program 1979 to 1985, Bed (Arts and Science ) External Degree Programs 1985 to 2012, and the collaboration between the University of Nairobi and other universities in the Region through sharing of courseware between 1989 and 1994.

Finally this paper discusses the impact of these initiatives in equipping the teachers with required skills and increasing the number of trained teachers for primary, secondary and adult literacy programs in Kenya and the region.
KEMITRAININGPROGRAMMEMODEL: PARALLEL AND IMPLICATION FOR DISTANCE LEARNING PROGRAMMES OF THE UNIVERSITY OF NAIROBI

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ABSTRACT

The purpose of this paper is to examine how research evidence obtained from the Kenya Education Management Institutes (KEMI) training programme model informs distance learning programmes; and critically analyse its implications for these programmes at the University of Nairobi. Data on which this paper is based were gathered in a wider study conducted in the year 2008 using document analysis guides, on publicly available information describing various training theories and models; and questionnaires which helped to collect primary data on KEMI training programmes. The key arguments in this paper are informed by the research outcomes on the KEMI training evaluation model and grounded in Stufflebeam’s CIPP (context, inputs, processes, and products) evaluation model. We conceive that although the KEMI Model is tailor-made to deal with the issues affecting management of secondary education, the training and evaluation model used, if modified and applied to the university of Nairobi distance education programmes can have far reaching effects in influencing the quality of teaching and learning.

Key Words: KEMI training model, university of Nairobi
LEARNER PERCEPTIONS OF INTERACTION EQUIVALENCE THEOREM IN DISTANCE LEARNING: A CASE STUDY OF THE UNIVERSITY OF NAIROBI, BACHELOR OF EDUCATION SCIENCE PROGRAM.

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ABSTRACT

Interaction is key in fostering, supporting and engaging in the learning process. The value of interaction in creating interdependence in the learning sequence and ultimately in enhancing effective learning is so significant, yet issues exist regarding the nature and extent of the interaction and its effects on student’s performance. Much of how interactions work and whether some interactions are more effective than others is based on speculation and on the assumptions that interactions in Distance learning are important. This paper reports on a survey that was conducted to analyse and provide a typology of interactions in Distance learning with special reference to the UoN Bachelor of Science Education program and students perceptions of these forms of interaction. The analysis constituted a sample of 80 students pursuing Bachelors of Education in science at the University of Nairobi. A self administered questionnaire was used as the key tool of data collection. Results of the analysis revealed that student-teacher interaction was highly valued by students (91.8 %) followed by Student-content interaction (89.8%). Among recommendations made is that there is need to facilitate for more student-teacher interaction to address the practical component of science teaching which majority of students expressed as not being adequate.

Key Words: Distance learning, Interaction Equivalence, students’ perception, student-teacher interaction, student-student interaction, student-content interaction, interdependence, Independent study.
THE MEDIUM IS THE MESSAGE: BUILDING A SUSTAINABLE E OPEN LEARNING SYSTEM AT THE UNIVERSITY OF NAIROBI

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ABSTRACT

The issue of manpower development is one that developing countries have been grappling with for many years. But as they climb this ‘greasy pole’ the greatest challenge is how to sustain the climb through a ‘misty film’ that keeps the destination out of sight. Some educational economists have observed that at least 12-15% of a nation’s workforce must have tertiary education if it is going to compete in the new global economy. They also add that ‘Seeking to meet this demand requires a conceptualization of massification (through education) that is not currently under consideration’ (Taferra and Altbach, 2003:74). A current debate on the way to meet this demand is the use of open learning. This has mutated through time from correspondence education, through distance education to e-Learning.

But reading research rationales from graduate students one comes across statements like ‘Educational systems around the world are under increasing pressure to use new information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21st century.

Marshall McLuhan(1964) on the other hand used a philosophical discourse that posited that the very presence of a technology is the message that a new presence has arrived to determine new relationships and operations. He was derided as a ‘technological determinist’ while he himself insisted that those who resisted such change were ‘technological idiots’.
This paper combines both positions by looking at the development of open learning at the University of Nairobi over the past one five decades. The study divides the period into three sections, that is, the primordial phase of correspondence education where the University of Nairobi participated in the Government of Kenya In-service training of primary school teachers between 1969 and 1982 through the use of print and radio, the second phase is the external degree programme from 1983 through the use of print and audio-cassettes while from the turn of the new millennium where e-Learning is taking centre stage. A strand running through the three phases is a new thesis called ‘Transitional Thinking’ where the new approach is inchoate to the adopting system but where the entry of a donor ignites and sustains some interest.

The paper concludes that what has been missing on this journey is the ‘historical perspective’ and proposes that the University and the country should now take this dimension seriously, analyzing the various international debates as the communication technologies have emerged and proliferated and also to acknowledge the critical role of instructional designers in the success of every educational innovation.
The present study aims to investigate Learner’s perceptions about the quality of Distance Education (DE) in an attempt to understand Learners’ needs and concerns in assessing quality in DE. As Jung (2011) observes, the Quality Assurance (QA) criteria developed in various settings tend to be responsive to the perspectives of Distance Education (DE) institutions, assessors and funding bodies and often ignore learners’ views on quality. While inputs from providers, assessors, and governments are valuable in managing and enhancing quality in DE as Frydenberg (2002) argues, Learners’ view also need to be taken into account since the success of DE does not derive only from the products and services delivered to the learner but also from the knowledge, understanding and relationships that are co-developed by both learners and teachers during the teaching and learning processes and such success typically relies to a greater extent on learners’ motivation and commitment. Moreover, in order to improve learning experience and performance of distance learners. It is essential to fully understand their perceptions of quality DE.

In designing, developing and delivering distance education courses students’ needs and perceptions should be central. A course failing to meet student expectations and needs may lead to low levels of student involvement (Hall, 2001). Indeed, without investigating what satisfies students in distance education courses, it is difficult to meet their needs and improve their learning. Distance education has changed from an anomaly to a standard component of most higher education institutions. The incentive for offering courses via ‘the distance’ has been largely pronounced as two-fold: to better serve constituents
who would not otherwise have access to programs, and to generate additional revenue streams outside of traditional course offerings.

Distance education has taken systematic teaching learning process to persons living in isolated areas where facilities for the traditional form of classroom teaching cannot be developed. There is no doubt that DE can broaden opportunities for underprivileged or marginalized people – women and girls in particular – to access education. Distance education is now internationally recognized and accepted as an alternative channel for providing broader access to education in a cost effective manner, wider and diversified curricula and a means for continuing lifelong education.

Overall, the literature suggests that there is a need to understand better the variables that affect student enjoyment of distance education courses. Such variables include faculty support, student support, teaching and learning, evaluation and assessment, infrastructure, course development and institutional credibility. The findings of this study are important since they can provide insights on the quality of programs offered by DE according to the learners’ perception. Further areas that need attention can be identified and relevant action taken by the concerned institutions. Finally, this study can also provide managerial implications to educational providers in Kenya, and those providing the ODL mode of learning in general.
ABSTRACT

The study addresses how public university regional expansion strategy influences its service delivery. During the past years the demand of education in many countries, regions has resulted to expansion which in turn is bringing out success and challenges, Africa is not exceptional, in Kenya; University of Nairobi through its Extra Mural Centers has been expanding regionally with the aim of meeting the rising demand of education. During the expansion process the university has been faced with a number of challenges for example lack of funding from government and other factors like administrative bureaucracies. In achieving the purpose, the study was guided by these objectives: to investigate the extent to which Regional expansion strategy influenced library service delivery at extra mural department. To examine how Regional expansion strategy influenced support service delivery at extra mural department and to establish the level at which Regional expansion strategy influenced teaching and learning services of the extra mural department. The study used descriptive survey research design which is useful in describing state of affairs. A total sample size of 379 was selected based on Krejcie and Morgan table, and was proportionally sampled divide among diploma, part time lecturers and supporting staff of Extra Mural Department. Data collection instrument questionnaire after testing its validity and reliability was used to collect the data. Data was analyzed and correlated using statistical package for social sciences. The findings were then presented in a thematic
form based on the research objectives using tables. The findings from the report indicated that University expansion strategy can exert a lot of pressure on library resources, secondly, it is noted that expansion strategy can greatly influence students enrolments which in nature can lead to insufficient services from available support staff. Lastly the university expansion strategy can significantly influence teaching and learning services.

**Key words:** Quality Teaching and Learning, University Expansion strategy and Service Delivery
ABSTRACT

Shrinking resources from the exchequer, the demand for a more cost-effective education and competition among Universities for students have recently motivated academic administrators in public universities to adopt strategic marketing approaches to enable them to survive. Successful institutions are defining market niches within un-served or under-served populations and are using innovative strategies that capitalize on new opportunities (Mowen and Parks, 1997). Because traditional strategies such as reliance on on-campus mode of offering educational services are not in themselves sufficient for educational institutions to survive into the 21st century, many academic administrators are creating new visions for their institutions and programmes. For instance, In Kenya, five public universities and nine tertiary level institutions have launched distance education programmes to provide quality education to mature working adults who have the keenness and ability to continue their education by studying in their own time and place with far-reaching social and economic benefits. As distance education becomes more accepted as a legitimate form of education and as colleges and universities attempt to meet the growing demand for courses and programmes for distance learners, one major concern is the aspect of quality and the assurance that students are being provided with the best possible education or training with the highest possible standards. The quality of distance education varies like any other form of education. Its
quality can be the result of a variety of factors that are either internal or external to distance education organizations. Some of these factors include the levels of skills and expertise of staff, the amount of resources available, weak or strong leadership, and efficiency of its administration systems or the communication infrastructure in a country. The purpose of this study was to determine the relationship between perceived tangibles dimension of a degree programme and its growth. Further, the study sought to establish the relationship between the perceived responsiveness dimension and growth of Distance Education Programme. A self-administered questionnaire was employed to collect data from students, Distance Education administrators and lecturers. The sample consisted of 327 students, two administrators and 92 lecturers. The findings showed that there was no significant relationship between the two quality dimensions and the growth of Distance Education Programme. Based on these findings, it was recommended that managers of DE programmes should not take increased student enrolments as evidence of quality of a programme as this can happen even when there is insufficient learning materials, physical facilities and teaching aids. However, there is need to have sufficient support staff and lecturers. Similarly, the course objectives should be clear, programme should be made as flexible as possible and there should be responsible support staff in order to ensure growth of Distance Education Programme.

**Key Words:** Distance Education, Growth of Distance Education, Perceived Quality Dimension, Quality of Distance Education, Responsiveness dimension, Tangibles dimension.
THE EFFECT OF TIME MANAGEMENT ON ACADEMIC PERFORMANCE OF DISTANCE LEARNERS: A CASE OF THE UNIVERSITY OF NAIROBI DISTANCE LEARNERS

John Chandi, Dr. Anne Ndiritu, Dr. Harriet Kidombo, Dr. Joyce Mbwesa & Keiyoro

ABSTRACT

Vision 2030 reveals the magnitude of wastage in the transition from secondary to University Education. It notes that secondary school enrolment has risen from 112,229 in the 2006/2007 academic year to 118,239 in 2007/2008 academic year; the passage to university is at 3 percent. To raise the Gross Enrolment Ratio (GER) of university students from the present 3 per cent to the projected 15 per cent, the government must continue increasing the number of students joining higher education from 130,000 (2008) to 450,000 (2015). This can be done by expanding the capacities of existing universities through establishment of new courses in Distance Education. The university of Nairobi school of continuing and distance education runs a course in distance education. It has been observed that many students fail to score a total of 40% in a given course and they re-sit the failed units. The failure rate goes up to 63% with 27% out of 38% cases, which is a very high failure rate. High failure rate and the ever increasing time taken to graduate is a chronic problem in Distance learning. One of the reasons why there could be poor performance is lack of quality time in reading. It is therefore worth knowing how efficiency in distance learning can be enhanced. To find out the effect of time management of academic performance a study was carried out. A total number of 650 students were selected using stratified random sampling technique. This sample was taken from 4,500 University of Nairobi students.
who were registered for B.Ed degree in different levels of study in the school of continuing and distance Education. A mixed mode method approach was used in data collection. Correlational research design was employed in data analysis. Pearson correlations were used to establish if there was a relationship between time management and academic performance. The analysis indicated a strong relationship between time management and academic \( r = 0.569 \). The value of \( r^2 =0.324 \), indicated that time management accounts for about 32.4% of the variation in average performance.

**Key words: Time management, Distance Learning**
ABSTRACT

The paper is based on the findings the Panafrican Research Agenda. The purpose of the Panafrican Research Agenda on the Pedagogical Integration of ICT was to contribute to the broadening of knowledge of ICT usage in learning institutions. The research project aimed at enabling stakeholders better understand how the pedagogical integration of ICT can improve the quality of teaching and learning in Africa. This paper therefore presents an analysis of data collected in 10 Kenyan institutions. The paper focuses on the programmes and software usage and the impact on teaching and learning. It aims at exploring in detail the current impact of ICT usage in schools exploring the computer programmes, software and packages used in teaching and learning. A multi-case approach was used where by ten institutions were selected using similar procedures to allow comparison between the cases. The study used a mixed method approach. This approach borrows from diverse methodologies and facilitates triangulation of data. For every indicator understudy, information was gathered using three different questionnaires and directed interview schedules: The educator questionnaire for teachers, the administrative questionnaire for institutional heads the learner interview schedule and the parent’s interview schedule. The questionnaires and interviews were followed by focus group discussions with the respondents. The interviews and discussions were recorded while the videotaped classroom observations later encoded and analyzed. Data was then validated by
a national team before it was uploaded to the panafrican observatory. The findings presented in this paper are based on data uploaded on the Panafrican Research Agenda Observatory.

Keywords: ICT in education, pedagogical integration
UNIVERSITY MANAGERS PARTICIPATION IN DISTANCE EDUCATION: WHAT ROLE DOES THEIR LEVEL OF KNOWLEDGE IN DISTANCE EDUCATION PLAY?

Dr. Naomi W.M. Gikonyo, Prof. Christopher M. Gakuu, Dr. Guantai Mboroki and Dr. Ann Ndiritu

ABSTRACT

University managers have tried to attain improved access and equity in higher education for development. In recent years, there has been a major shift towards Distance Education as universities strive to attain this goal and to strengthen the social pillar of Kenya Vision 2030 development agenda. Use of ICT in teaching and learning in conventional mode of education was thought to be the means to increase access and equity in higher education but this has not been sufficient. More innovations are being explored as the universities struggle with the challenge of access and equity in higher education. Distance education has slowly been adopted in public universities in Kenya. This provides access to higher education by persons who are geographically distant from the institutions of higher learning and those whose responsibilities cannot allow them to attend classes among other challenges. The study sought to establish the extent to which managers’ level of knowledge in Distance Education has influenced their participation in Distance Education activities at the public universities in Kenya. The sample consisted of 196 managers drawn from seven public universities in Kenya. Spearman’s rank correlation coefficient was used in analysis. The results indicated a significant positive correlation between level of knowledge in Distance Education and managers’ participation in Distance Education activities. Based on these findings, it is important to ensure that the managers are trained.
in Distance Education and its practice, and how to apply it in order to improve access and equity in higher education in order to support the national and international development agenda.

Key Words: Participation, distance education, level of knowledge, university managers, study support, access and equity.
ABSTRACT

Though Distance Learning has been previously used to enhance access to education, the traditional mode of distance education has not been able to meet the growing demand for education especially in secondary schools. This is because the emphasis has been on tertiary and higher education levels and not lower levels of education. There is an urgent need for modification of continuing and distance education through flexible learning to meet educational needs of access and equity for all Kenyans, as Kenyan government strives to achieve vision 2030. This can only be realized through adoption of e-Learning mode of distance education at all levels of education. e-Learning involves generation, dissemination and use of digital information among school members to enhance access, quality and equity in education. The aim of this study was to establish the influence of connectivity on readiness to adopt e-Learning in public secondary schools in Kitui County. The indicators of the study included internet connectivity, intranet connectivity and mobile network coverage. The study employed a combination of qualitative and quantitative paradigms and ex-post-facto design. Data were collected using questionnaires, interview schedules, observation check-list from principals 51, teachers 122 and students 300, sampled from 80, 647, and 4800 respectively. Descriptive and inferential statistics was used to analyze the data.
Through the e findings of the study, it was established that internet connectivity has a significantly positive correlation with electronic learning equipment with \( r = 0.330 \) and the relevant skills in handling e-learning with \( r = 0.313 \) both of which were indicators of readiness to adopt e-learning. The correlation was significant at \( P = 0.05 \). There was also a positive correlation between intranet connectivity and electronic learning equipment with \( r = 0.233 \) and relevant skills with \( r = 0.254 \). However, both correlations were not significant. Similarly, a positive correlation was noted between mobile telephone network coverage and the two indicators of e-readiness with a correlation coefficient of \( r = 0.245 \) and \( r = 0.256 \) for e-equipment and relevant skills respectively. However, the correlation was not significant in both cases. Further, it was established that adequate connectivity to support e-learning was lacking in secondary schools in Kitui County. It was therefore recommended that, the government educational planners and policy makers should come up with practical strategies for availing adequate connectivity in the schools to enable successful adoption of e-learning and enhance access to, and equity in education.

**Key Words:** Internet connectivity, access and equity, Distance education, Secondary level
In Kenya high illiteracy rates among adults has prevailed since independence. This prompted the launching of a national campaign against illiteracy in 1979 which was founded on the realization that without education, development would not be realized. Education is not only a catalyst to development and growth but is also a means to the attainment of the millennium development goals and vision 2030. This article is based on the findings of a study that explored the attitude of prisoners, teachers adult education officers and prison officers in the implementation of adult literacy classes in prisons. Survey and naturalistic designs were employed. Adult education officers, teachers (prisoners and adult education teachers), convicted prisoners in class 4-8 and class eight leavers and prison welfare officers were targeted. Simple random and stratified sampling procedures were employed to select three adult education officers, 33 teachers (32 prisoners and 1 adult education teacher); six prisons welfare officers
and 96 learners. To collect data questionnaires, interview guides, observation schedules and document analysis were employed. The data was summarized into frequencies, percentages, charts and graphs while data obtained through interviews, observations and document analysis were reported in narratives. Null hypotheses were tested using independent samples t-test and one way ANOVA. Hypotheses testing revealed that sex, class levels and attendance of school prior to joining prisons did not influence of the learners attitude towards PLP however there was a significant difference in the attitude of male and female teachers towards the project. There was also a significant difference in the teachers and learners’ attitude on the availability and adequacy of teaching learning materials and facilities when classified by their gender. The study revealed all the respondents had a positive attitude towards the project in the prisons and that the project had been successful in providing opportunities for adults and youth prisoners to attain and improve literacy skills while in prison. In addition, it made prisoners occupied and committed with learning activities reducing time to socialize into the prison culture changing their behaviour and becoming less violent citizens. Post literacy learning is a one way of reducing and preventing recidivism among prisoners once they are released. The study also found out that four out of seven prisons in Nairobi have implemented the post literacy project as a way of reforming and rehabilitating prisoners for a brighter tomorrow.

**Keywords:** literacy projects, adult education, prisoners, rehabilitation of prisoners
DETERMINANTS OF EDUCATIONAL MANAGERS’ SUPPORT FOR DISTANCE EDUCATION MODE OF DELIVERY: A CASE OF WESTERN REGION OF KENYA”

Dr. John Mbugua

ABSTRACT

In many countries distance learning has been adopted and has had significant success in terms of accommodating large number of students at the same time. Despite Distance Education (DE) mode of learning having been introduced in Kenya in the 1960s at the University of Nairobi only a few students are reported to have completed various courses through the mode. This study seeks to establish how level of awareness and some demographic factors of educational managers in Western Region of Kenya influence their support for DE mode of learning. This paper seek to address the following research questions: First to what extent do the educational managers’ levels of awareness of DL mode of delivery influence their support for DL mode in Western Region of Kenya? Secondly the paper sought to establish to what extent some personal characteristics of educational managers, such as– Gender, professional qualifications, work experience and administrative position- held influence their support for DE mode of learning in Western Region? In addition to these questions six hypotheses were tested at 0.05 level of significance to address the phenomenon. The data collected was analyzed using both qualitative and qualitative techniques which revealed that the educational managers’ support for DE mode of learning was influenced by personal characteristics such as working experience, position held and subject specialization. Further the level of awareness of educational managers about distance learning mode was also found to be having
a significant influence on their support for DE mode of learning. The study recommended that teacher training institutions should revise their syllabuses to include DE units in their new syllabuses. This would expose students undergoing educational courses to appreciate DE’s strengths, weaknesses and situational application for suitability. Further a major campaign also needs to be organized to sensitize existing educational managers of the effectiveness and efficiency of DE mode of learning. A reasonable number of educational managers are not fully exposed to distance education mode of learning despite their background in education and their work experiences in education sector. More research needs to be facilitated to establish the situational effectiveness of various modes of learning. This would allow stakeholders to make informed decisions regarding appropriate mode of learning taking cognizance of prevailing circumstances. The government needs to review its policy on education to provide an enabling environment for employees / students undergoing DE programmes while working. DE learning mode option need to be made available during Universities and programmes selection at secondary level to increase access of education to all regardless of the age, gender, subject specialization or work situation.

Key Words:
USE OF SOCIAL MEDIA BY ADULT LEAENER’S IN THE DIGITAL AGE: CHALLENGES AND OPPORTUNITIES

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ABSTRACT

The need for adult learning has been ignited by the global, technological, economic, social and political dynamics and demands in the global scene. As ICT driven technology infiltrate education, the resilience of the youth in embracing e-learning, online education and networking through social media is strongly felt. The traditional transmission of knowledge in the learning environment is replaced by collaborative knowledge management and sharing where the youth take the lead in adult learning environment. These changes in the modes of adult learning that technology affords calls for refocusing on education and capacity building that takes cognizance of the new technological paradigm. This paper focuses social media that currently gains popularity in the social milieu but has not been given due prominence as education forum. Slowly but surely, new technologies
are transformed into informal learning spaces and become the means for creating an exciting and authentic interactions, experiences and networks as technologies shift control of the learning environment from the educator to the learner. Through a survey, this study seeks to establish the perception of adult learners towards the view that social media could be a tool for effective adult education. An understanding and appreciation of the role of social media technologies in the process of education is vital to the adult leaners. This justifies the need for the study. As technology evolves, man adjusts, evolves and adapts to utilize the benefits of the emergent technology through education. The social media like Twitter, Facebook, flickr, secondLife among others could bring a window of opportunity to further Virtual Learning.

Key words: Adult leaner, social media, technology, learning, network, Collaboration
DESIGNING INSTRUCTIONS FOR DISTANCE LEARNING IN THE 21ST CENTURY

Juliana Munialo Mutoro,
Department of Distance Studies

Dr Rosemary Imonje,
Department of Education Planning and Administration, University of Nairobi

ABSTRACT

The debate around distance education has often been reduced to issues of access and quality. Much discussion surrounds designing instructions for distance learning. Good instructional design produces good outcomes and poor instructional designs produce poor outcomes. From a practical perspective, these are concerns that must be addressed and balanced when designing education to be delivered at a distance. This paper addresses these concerns based on designing instructions for distance learning. This paper draws data from different national and international sources. The paper begins with a review of the related literature. The study carried out in July 2010 on “critical review of instructional design process of distance learning system”. The study was carried out at Allama Iqbal University (AIOU). The study used survey design. Key findings of this study indicate that there is need to conduct need’s assessment before writing any course that need multimedia support i.e. audio and video-cassettes and computer diskettes may be provided along with study materials and finally, illustrations and self assessment. Designing of instructions for distance learning is mainly influenced by objectives, course content, experience and qualification of teachers and learners characteristics. Modern technology of e-learning is expensive and hence learners’ background will dictate on which mode at a distance will be more affordable and effective when designing instructions for distance learning. Designing of instructions for distance learning will be determined by evaluation, assessment,
and feedback procedures. Thus, this paper will further consider the following aspects: meaningful and meaningless instructions, feedback model, Dick and Carey system and Oar model. The paper will also discuss the theories of distance learning by Moore and Holmberg. In spite of its significance, designing instructions for distance learning has its challenges. These challenges include insufficient support from the stakeholders, and inadequate teaching and learning resources. We suggest that the key stakeholders to participate in transformation of educational system into distance education and training of the stakeholders in the handling of distance education materials.

**Keywords; Designing instruction, distance learning and distance education, instructional models, meaningful learning meaningless learning, involvement evaluation, assessment and feedback.**
ABSTRACT

Kenya government developed vision 2030 with the aim of transforming Kenya into a middle-income industrialized country. This vision is likely to be an illusion unless Kenya invests in education and training. Countries that have succeeded in harnessing the potential of ICT have been said to have taken a positive step towards a greatly expanded economic growth, improved human welfare and stronger forms of democratic governance. ICT has been correlated with enhanced human development and a major driving force of national growth. Kenya government has invested a lot of funds in the development of ICT infrastructure. This investment is likely not to bear fruits unless the training of teachers is put on the forefront. There should therefore be an emphasis of training teachers in ICT because they are the central forces in tapping the learning potentials created by ICT. Teachers for all levels from pre-primary to university must be trained in ICT if the vision is to be realized. Support for the pre-school education from the government is a recent phenomenon especially in curriculum development. This is because this level of education has been taught by untrained teachers for a long time therefore resulting to poor quality of education. The first effort noted towards this end was the experimental preschool education project that was carried out by the Ministry of education Science and Technology and the Bernard Van Leer Foundation between 1972 and 1982. A later development was on the National Early Childhood Development Policy Framework of 2006 which provided coordination of the different stakeholders in
ECD at all levels. As the government continues to support this level of education, it is important to find out the part that it is playing in ensuring that this education is relevant to the changing needs of the students. This will only be possible if the government ensures that teachers have effective techniques, tool and assistance that can help them develop ICT activities that are able to improve student learning. The purpose of this study was to explore the ICT skills possessed by the ECD teachers. Further, the study explored the integration of ICT in teaching and learning of preschool children in selected Kenyan preschools. A researcher developed questionnaire was used to gather the required information from the ECD teachers who were in their training sessions. The sample consisted of 395 pre-school teachers. The findings indicated that only (39.17%) of the teachers had any knowledge in ICT. Most of the teachers (86.99) reported that there they had not attended any government sponsored ICT workshop during their teaching professions. All the teachers felt that their teaching would be highly enhanced by ICT integration in teaching and learning. They also expressed their interest in availing themselves for ICT training should an opportunity arise. Based on these findings, it was recommended that there is need for the government to invest more in the training of pre-school teachers in ICT integration.

**Key words: information and communication technology (ICT), pre-school children, Pre-school teachers, Teacher training**
### UNIVERSITY OF NAIROBI
**COLLEGE OF EDUCATION AND EXTERNAL STUDIES**
**SCHOOL OF CONTINUING AND DISTANCE EDUCATION**

**ODL CONFERENCE – 18TH APRIL 2013**

**PROGRAMME**

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<td>9.00 - 9.30</td>
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<td>✷ Brief remarks by the steering committee chairman, Dr. Anne Ndiritu</td>
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<td>9.30 - 9.50am</td>
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<td>Prof David Macharia</td>
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<td>Providing Education through ODL at the University of Nairobi: Are we out of the woods yet?</td>
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**SESSION ONE**

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<td><strong>Dr. Harriet Kidombo</strong></td>
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<td>10.00 - 10.10am</td>
<td><strong>Prof. Christopher Gakuuu</strong></td>
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<td>Managing for sustainability: the case of the Department of Extra-mural Studies University of Nairobi</td>
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<tr>
<td>10.10 - 10.20am</td>
<td>Dr. Omondi Bowa</td>
<td>Strategies for marketing of the Bachelor of Education Arts programme in Department of Educational Studies, School of Continuing and Distance Education, University of Nairobi, Kenya. (B.Ed. Arts)</td>
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<td>Jeckoniah O. Odumbe</td>
<td>Utilization of Open and Distance Learning in Addressing Educational Challenges in Kenya with Reference to Teacher Education: Case of the University of Nairobi’s Initiatives in Addressing the Challenges</td>
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<td>11.00 - 11.10am</td>
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<td>KEMI training programme model: Parallels and implications for distance learning programmes of the University of Nairobi</td>
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<td>Learner Perceptions of Interaction Equivalence Theorem in Distance learning: A case Study of the University of Nairobi, Bachelor of Education Science Program</td>
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<td>11.20 - 11.30am</td>
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<td>The medium is the message: Building a sustainable open learning system at the University of Nairobi</td>
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<td>Mr. Johnbosco Kisimbii</td>
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<td>The influence of public university regional expansion strategy on service delivery: a case of university of Nairobi extra-mural department, Kenya</td>
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<td>Mr. Augustine Mwangi Gatotoh</td>
<td>Pedagogical integration of ICT: An assessment of programmes and software usage for teaching and learning in selected institutions in Kenya</td>
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<td>12.40 - 12.50am</td>
<td>Dr. Naomi W.M. Gikonyo, Prof. Christopher M. Gakuu, Dr. Guantai Mboroki and Dr. Ann Ndiritu</td>
<td>University managers’ participation in distance education: What role does their level of knowledge in distance education play?</td>
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<td>Dr. Angeline S. Mulwa, &amp; Dr. Dorothy N. Kyalo, Dr. Omondi Bowa and Dr. Guantai Mboroki</td>
<td>Influence of connectivity on readiness to adopt e-learning in public secondary schools in Kitui county.</td>
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<td>Determinants of educational managers’ support for Distance Education mode of delivery: A case of Western region of Kenya”</td>
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<td>Use of social media by adult learners in the digital age: Challenges and opportunities</td>
<td>Dr. Anne Assey / Mr. Augustine Mwangi</td>
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<td>3.00 - 3.10pm</td>
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<td>Dr. Anne Ndiritu, Dr. David Mburu, Dr. Naomi Gikonyo &amp; Dr. Grace Nyaga</td>
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**Rapporteurs**
Mr. Christopher Mutunga  
Mr. Mumo Mueke  
Ms. Caren Awilly

**ICT Support**
Theophilus Musyoka  
Joyce Gathoni

**Secretariat**
Florida Keru  
Esther Ouko  
Ruth Mutea  
Beatrice Otieno