

Impact of Covid-19 on Teaching Effectiveness in Selected Private Secondary Schools in Makerere Kikoni

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Abstract: The study was meant to establish the impact of Covid-19 on teaching and learning effectiveness in Makerere Caltect and Modern private secondary schools in Kikoni. It was guided by three objectives that is, to establish the impact of Covid-19 on teacher student interaction instructional materials and sanitation on teaching and learning effectiveness. It was descriptive in nature involving a few students as study participants. These were purposively selected. It was thematically analyzed thematically. Findings revealed that Covid 19 negatively affected interaction, instructional materials provision and use above all negatively affected teaching and learning due to diversion of resources on sanitation facilities., From the objective on teacher student interaction, it was concluded that Covid impacted negatively on teacher-student interaction which consequently had a negative impact on teaching and learning of students. From the second objective, it was concluded that Covid-19 had a negative impact on instructional materials, as resources were diverted on sanitation thus, negatively impacting on teaching and learning. From the last objective, it was concluded that Covid-19 impacted negatively on sanitation of the schools thus, interfering with teaching and learning. From the findings, conclusions, it was recommended that to realize effective teaching and learning in Covid period, the responsible bodies in schools, private schools organizations and in partnership with Ministry of Education and Sports should do the following; Should ensure that the environment of teaching is made teacher-learner friendly for interaction purposes. This may be done by providing cheap laptops and widening study space. Should ensure that all schools are provided with loans to access computers and other instructional materials like books handouts, during Covid. Sanitation facilities in schools are provided at a cheap price, also there ought to reduce on taxes pertaining sanitation facilities.

I. INTRODUCTION

In this chapter, the background to the study, problem statement, purpose, specific objectives, research questions, hypotheses, scope and significance are provided.

1.1 Background

The background to the study was divided into the historical, theoretical, conceptual and contextual background are provided.

Historical background

1.1 Background

COVID-19 came with opportunities and more threats to the teaching fraternity. It affected all schools by disrupting both

teaching and learning environment. Education planers not theoretical but also practical and skillful masters achieved their goals. Those readily upgrading their skills constantly paved a way to better opportunities like vocational such as Mechanics, Catering, Decoration, photography, entertainment and others. Due abrupt occurrence, private secondary schools in Kikoni-Makerere faced these challenges as any other related institutions; uncalled for financial decisions thinking the station would normalize quickly, unclear teacher-student planning after a forced closure.

Challenges arose with private secondary school teachers and administrators became bankrupt, teachers didn't plan for learners, online studying was introduced unreadily, social distancing practices needed more room space and other cost calling approaches became impossible.

Salaries and employee numbers highly declined to a few, experienced teachers, well-off teachers and aged students were disappointed. Private secondary school teachers with many unpaid months saw teaching a curse and they realized other professions would make more meaning than teaching.

The performance of students and their teachers' delivery is largely affected by COVID-19 so the impact is more of ineffective teaching and learning. It is much expensive to afford the COVID-19 guidelines cost wise since low income earners - stake holders in private secondary schools can't manage their school populations. Such problems if not addressed will have serious consequences to effectiveness of teaching and learning.

There are many challenging contributions paving ways to ineffective teaching and learning in private secondary schools, so measures should be put in mind to improve the teachers' morale and methods to effective teaching then adjust students' skill base to benefit students even if they are at home. One important area is the teacher to student approach for effectiveness during this COVID-19 era, resource availability and employee creativity is essential to guarantee the attainment of the desired performance levels. Approach is also essential in creating and improving to effective teaching.

The questions to put at the back of the mind are; is effectiveness possible if the system requires online studying environment? Does the changing trend of emerging technologies allow innovations and renovations for effective

teaching purposes? Remember such technologies include internet, social Medias, teaching platforms like zoom and meeting software that are up coming.

Contextual background

The study was contextually carried out at selected private secondary schools in Makerere Kikoni. Specifically, it was carried out at Makerere Caltec academy and Makerere Modern where these school reports as of December 2020, indicated that there were challenges of teaching and learning. Specifically, Caltec Academy 2020 report revealed that the methods of teaching were poor, assessment modes not effective. Also student participation was poor and feedback not easily provided to learners. This study thus hoped that several factors might be responsible for this dilemma of ineffectiveness in teaching and learning but this current study was interested in the impact of Covid-19 to establish how it has impacted on effectiveness of teaching and learning in selected private secondary schools Makerere Kikoni.

Problem statement

Teaching effectiveness is highly desired in any private secondary schools. This is possible when methods of teaching selected, assessment modes, active student participation and feedback are provided to learners. However, according to private schools organization (2020), Caltec 2020, teaching and learning of students in private based secondary schools is not effective. The online methods of teaching preferred are not student and teacher friendly, assessment modes active participation of learners and giving students feedback almost impossible. This dilemma has left many teachers work of teaching highly complicated while students are not able to actively learn. Although several factors might be responsible for this problem, this study anticipates that Covid pandemic might have significant contribution towards this low effectiveness of teaching and learners. It is on this account that this current study established the impact of Covid-19 on effectiveness of teaching and learning in selected private secondary schools in Kikoni.

Purpose of the study

To establish the impact of Covid-19 on effectiveness of teaching and learning in selected private secondary schools in Makerere Kikoni.

Specific objectives

The study was guided by the following specific objectives

- i. To ascertain the impact teaching resources in Covid period on effectiveness of teaching and learning in selected private secondary schools in Makerere Kikoni.
- ii. To establish the effect of teacher student interaction in Covid period on effectiveness of teaching and learning in selected private secondary schools in Makerere Kikoni.

- iii. To establish the impact of school sanitation in Covid period on the effectiveness of teaching and learning in selected private secondary schools in Makerere Kikoni.

Research questions

The study was guided by the following research questions.

- i. What is the impact of teaching resources in Covid period on effectiveness of teaching and learning selected private secondary schools in Makerere Kikoni?
- ii. What is the impact of teacher-student interaction in Covid period on effectiveness of teaching and learning in selected secondary schools in Makerere Kikoni?
- iii. What is the impact of sanitation in Covid period on effectiveness of teaching and learning in selected secondary schools in Makerere Kikoni?

Scope of the study

Geographical scope

The study geographical scope was Caltec Academy and Makerere Modern private secondary schools. Caltec academy is located along Makerere, Sir Apollo Kagga, Kikoni road a distance of about 3 miles away from the city centre in Kawempe division. Whereas Makerere Modern secondary school is located behind Makerere Kikoni Police Station. These two private schools were considered for this study because it is reported that teaching and learning effectiveness covering methods of teaching, assessment, active student participation and giving feedback.

Time scope

The study time scope covered the period between 2019-2022 as this is the period when Covid was first witnessed in Uganda and when the challenge of teaching and learning was witnessed.

Significance

The study findings would significant to the following categories of people. To the MoES together with relevant bodies like department of secondary (Higher education) as these would informed of how Covid-19 impacts on teaching and learning to address issues related with instructional materials, teacher student interaction and school sanitation.

Findings would school administrators to know how the studied factors impact on teaching and learning as a strategy to improve on them.

Further, the findings would the researcher to know how the factors studied impact on teaching and learning, thus enabling them to draw recommendations for improvement.

The findings would essential to future researchers to use them as a source of reference in their suggested studies hence

creating gaps in their suggested studies to propel them forward.

II. LITERATURE REVIEW

In this section review of literature is presented. This is done beginning with the theoretical conceptual frame work, and literatures related with the three study objectives

2.1: Conceptual frame work.

Decision Making

Participation

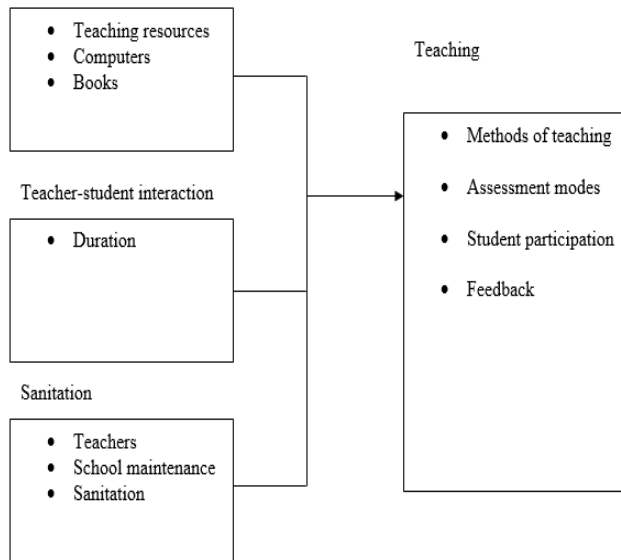


Figure 2.1: Conceptual framework showing the impact of Covid-19 on teaching effectiveness in selected private secondary schools in Makerere Kikoni

The conceptual framework shows the impact of Covid on teaching resources, teacher-student interaction and sanitation on effectiveness teaching. It was hoped that Covid-19 impacts highly determine teaching methods, assessment modes, student participation and feedback are offered to learners with its impacts on teaching resources, teacher student interaction and sanitation which directly impacts on the afore mentioned dimensions of teaching effectiveness.

2.2 Related literature.

In this section literature parting to the three study objectives in offered.

2.2.1 Impacts of Covid 19 on face to face interaction on teaching and learning.

Mushura, Gupta and Shree (2020) studied online teaching-learning in higher education during lockdown period of Covid 19 pandemic and revealed that Covid 19 brought disturbance in teacher students interaction. However, this study was not based on statistical analysis as this current study did. Ukaid (2020) showed that with the implementation of online teaching during Covid period neither students nor teachers had any experience of teaching and learning outside

classroom. The interaction these were used to in normal traditional classroom was impossible. However, this study was not based on methodologies like the ones this current study were adopt.

Pokhrel and Chetri (2021) revealed that Covid 19 reduced contact hours for learners and lack of consultation with teachers especially when facing difficulties in learning and understanding. Students assessment carried out online are done with a lot of trials and error, un certainty and confusion among the teachers' students and parents. The approach adopted to conduct online examination varies as perconvenience among the educators and compatibility of learners. The lockdown of schools and colleges has not only affected internal assessment and examination for man. Public qualifications like general certificate of secondary education (GCSE) but a level have been cancelled in the entire cohort in UK. This was an experience in the developed world while this current study is focusing on a developing country.

2.2.2 Impact of Covid on instructional materials on teaching and learning.

Jaramillo (2020) showed that in the face of school closures, most countries in the region have implemented distance learning strategies. The implementation of these strategies depends heavily on children adolescent access to specific resources that allow them on learn at home availability of books and educational materials at home, availability of place to study, access to electronic devices and connectivity. This meant that teaching and learning among teachers is still weak during this Covid period with access to resources. However, this study was carried out in Caribbean countries different from what is happening in developing countries where Uganda belongs where not adequately available and institutions were not adequately prepared for these resources.

2.2.3 Impact of sanitation in Covid and effectiveness of teaching and learning

Jaramillo (2020) showed that since 2020- many countries are facing teaching and learning crisis and educational training gaps students require close supervision however this is almost impossible in the last 2- to years historical Ukaid (2020) showed that with the advent of Covid 19 general challenges some related with sanitation maintenance were raised. This resulted into closure of schools that disastrously affected teaching and learning like wise

Viachos, Hartegard and Suateyd (2021) indicated that exposure to open rather than closed schools resulted in a small increased in PCR confirmed infections. The infection rates of lower teachers doubled that of lower-secondary teachers. This consequently had a negative effect on teaching and learning on these schools besides this study. However, did not clear theories like that of the chaos and disaster theory as this current study will do. Pokhrel and Chletri (2021) showed that Covid 19 was associated with the introduction of e-learning however, its affordability accessibility and flexibility as a

learning pedagogy was almost next to impossible thus in habiting chances for, teachers to interact freely with learners an empirical field finding as the current proposed study will be in Makerere Kikoni.

III. METHODOLOGY

3.1 Introduction

This chapter presents the research design, population, sample size, sampling strategies, methods of data collection, instruments of data collection, data quality control, data analysis and ethical thoughts are offered.

3.2 Design

The design is defined as the structure of the study (Gay & Airasian, 2003). The study used the descriptive cross-sectional survey design. A descriptive design was used when making descriptions of how youth empowerment influences youth livelihood in Hoima city. This design is referred to as one in which data is collected from a big population at one point in time (Oso and Onen, 2009). This design was preferred in this study since it allowed data collection from a large number of teachers at one point in time. It also saved costs and was fitting in the study program, which offered limited time for research.

3.3 Study Population

A population is defined as a total number of elements under study (Cresswell, 2004). In this study the study population was 20 students 10 administrators of Caltec and Makerere Modern Secondary schools. Student be involved in the study because they are the ones who benefit from teaching and they were the ones affected with teaching while administrators of the two private secondary schools were involved in the study because they are the ones involved supervision of teaching and learning.

3.4 Determination of the Sample size

A sample size is the number of elements things/ elements that the study intends to cover from the target population. They may be human beings, animals other things (Amin, 2005). The study sample size involved 10 students and 4 administrators of private secondary schools. The sample determination was based on Krejcie and Morgan table of sample size determination (1970), which suggests those sample sizes for the earlier mentioned populations. A summary of the sample sizes is offered in Table 3.1.

Table 3.1: Population sample size

Category	Population	Sample size	Sampling technique
Teachers	20	10	Stratified
Administrators	10	4	Purposive
Total	30	14	

Source: Caltec and Makerere Modern 2020

The study sample size were 10 teacher respondents and 4 administrator participants from the two secondary schools

3.5.1 Stratified Sampling

Stratified sampling technique is a strategy that categorizes study elements with homogenous characteristics into one group (Amin, 2005). Students were sampled using stratified random sampling depending on their gender. Students were stratified basing gender. Stratified random sampling was used since these respondents have homogenous characteristics based on their areas of origin. Thus, it allowed represent all categories fairly.

3.5.2 Purposive sampling

Purposive sampling procedure is an approach that is used on key informants with confidential information (Oso and Onen, 2009). Youth livelihood administrators within the two private secondary schools were sampled purposively basing on responsibilities they have. Thus, with confidential information at their disposal, purposive sampling technique helped cover the two groups.

3.6 Data collection methods

Interview method

Interview guides with open ended questions was administered to the Administrators and students because they are quite knowledgeable about the way teachers teach and supervising everything they do in class. These participated in an oral interview to enable a deeper analysis based on their role and experience in implementation at the city. The interview method was quite flexible and was easily adapted to a variety of situations (Sekaran, 2003).

3.7 Data collection Instruments

Interview guide

This instrument was used on program administrators and students within the two private secondary school will be the second data collection instrument. Sections of the interview guide followed the three respective objectives. Questions was open ended and the researcher will be asking questions while taking notes. This interview guide had atleast two open qualitative items on each of the study objectives It was used to ask participants give detailed information about study concepts.

3.8 Validity and reliability

3.8.1 Validity

Validity is the extent to which the tool measures what it was intended for (Kakinda-Mbaaga, 2000). The instrument validity of instruments was done with use of knowledge people in the discipline handled. Basing on this validity of the interview guide was done using content experts that is supervisors. These judged the relevancy of items and their irrelevancy. At the end the instrument was proved valid.

3.8.2 Reliability

Reliability of instruments was established using test retest method. Participants were interviewed at two different intervals and at the end the findings were proved similar.

3.9. Procedure of Data Collection

The researcher obtained an introductory letter from Makerere University to the administrators in the two schools. In addition, the researcher wrote an explanation about the study for the respondents requesting for primary data and required responses. This was followed by testing for reliability and validity of the study instruments. Afterwards, two research assistants, from the two secondary schools were recruited and trained to help administer questionnaires to teachers.

3.10. Data analysis

Qualitative data was coded basing on major themes and sub-themes of the study conceptual framework. Thus, actual qualitative data analysis was thematic basing on the already developed impacts studied and teaching and learning. Coding was done following the key dimensions of the independent and dependent variables. It was then transcribed according to these themes.

3.11 Ethical considerations

This study took into consideration three ethical aspects. Confidentiality is a pertinent ethical issue that were put into practice. Secondly, the researcher took ethical concerns about the copy rights respect and ownership of intellectual property to avoid plagiarism. This was considered very vital making reference to other people's studies. The researcher also sought the consent of the respondents to conduct the study.

IV. RESULTS

Objective one. Influence of teacher student interaction on teaching and learning effectiveness

Results on objective one followed respective questions in the interview guide. The first question was on 'How students interact with teachers in the Covid period.

Results on this question showed that the interaction was seriously affected with students not able to interact freely with students as it used to be one participant on this revealed that "Since Covid period normal classes were closed, this has highly limited our interaction with teachers."

Another student showed that "the online teaching technique cannot allow us fully interact with fellow students and teachers. We are too not able to ask questions."

On the second question under this first objective, participants were requested to show how the teacher student interaction Covid period influence students learning.

On this question, participants revealed that with the coming of Corona virus teacher student interaction was highly impossible. It affected teaching and learning as learners could

not exhaustively interact with their teachers and fellow students.

Similarly, this finding meant that with failure to interact fully teaching and learning was highly impeded.

Objective two. The second objective was to establish the influence of covid-19 on institutional materials and teaching effectiveness.

The first question on this was that, "Are you provided with instructional materials to fit Covid period."

The students interviewed revealed that "instructional materials were not adequately provided during Covid period. Many students complained that they did not have access to key instructional materials like computers, textbooks and other accessories."

One of the participants on this said,

"The school has only two computers, none of us was able to buy a laptop and its supporting devices to study online."

This finding implied that instructional materials were inaccessible to students.

Also another participant said,

"We were requested to study online at home. However, we did not have access to key textbooks."

The other question was 'how do these instructional influence teaching and learning?'

Findings on this question showed that during Covid period, the inadequacies of instructional materials limited chances for many to learn. A participant in school B showed that,

"With failures to have computers, many of our classmates were made to dropout of school since they could not follow online lessons."

This finding implied that the limitations of failure to have instructional materials need limited effective teaching and learning in class.

Objective three. The third objective of the study was to establish the influence of Covid sanitation on teaching and learning effectiveness. On this objective, two questions were asked. One being 'how are sanitation facilities in your school?'

Findings on this revealed that sanitation facilities in the school were highly emphasized. More of the resources were diverted on sanitation. One of the participants revealed that,

"Since Covid was a health issue, schools budgets were cut down and all the finances were put on sanitation, water cans, cleaning compound, test covid, among other health related issues."

This suggested that covid contributed o diversion of funds on health which impact on other areas of teaching.

Another participant indicated that sanitation has consumed all resources that we have. This has disastrously impacted on teaching and learning since teaching is constrained.

V. CONCLUSIONS

From the objective on teacher student interaction, it was concluded that Covid impacted negatively on teacher-student interaction which consequently had a negative impact on teaching and learning of students.

From the second objective, it was concluded that Covid-19 had a negative impact on instructional materials, as resources were diverted on sanitation thus, negatively impacting on teaching and learning.

From the last objective, it was concluded that Covid-19 impacted negatively on sanitation of the schools thus, interfering with teaching and learning.

VI. RECOMMENDATIONS

From the findings, conclusions, it was recommended that to realize effective teaching and learning in Covid period, the responsible bodies in schools, private schools organizations and in partnership with Ministry of Education and Sports should do the following;

- i. Should ensure that the environment of teaching is made teacher-learner friendly for interaction purposes. This may be done by providing cheap laptops and widening study space.
- ii. Should ensure that all schools are provided with loans to access computers and other instructional materials like books handouts, during covid.
- iii. Sanitation facilities in schools are provided at a cheap price, also there ought to reduce on taxes pertaining sanitation facilities.

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Interview Guide for students on the impact of Covid on teaching and learning effectiveness

Makerere University
P. O Box 7062.

Dear Sir/Madam,

You are requested to provide necessary data on the above titled survey leading to the award of PGDE in education. Your cooperation in administering it will highly be appreciated.

Yours faithfully

Influence of Covid on face-to-face interaction with students

- i. How do you interact with students?
- ii. How does this interaction improve on your teaching learning process?

Influence of Covid on instructional materials on teaching and learning effectiveness.

- i. To what extent are you provided with instructional materials during Covid?
- ii. How have these instructional materials provided during Covid enabled.....

Influence of Covid sanitation on teaching and learning effectiveness.

- i. To what extent are sanitation facilities improved in your school?
- ii. How do these sanitation facilities provided in Covid improved on teaching and learning effectiveness?

Thank you, God Bless You