



FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

**EFFECTIVE TEACHING STRATEGIES IN THE LEARNING OF
PUPILS DURING A NATIONAL CRISIS-THE ZIMBABWEAN
EXPERIENCE. A CASE STUDY OF THREE SCHOOLS IN
MATOBO DISTRICT.**

By

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RELEASE FORM

I certify that the following student **Kwanele** Munyuru R1813439E was under my supervision. I further certify that he/she has attended all the scheduled meetings with me and that he/she has fulfilled all the requirements that I set before him/her as the supervisor. It is my professional judgment that the research project is of a sufficiently high standard as to be submitted with my name attached to it as the Supervisor. I hereby release the student without reservation to submit his/her research project for marking.

Name of Supervisor:

Signature:

DECLARATION

I declare that **EFFECTIVETEACHING STRATEGIES IN THE LEARNING OF PUPILS DURING ANATIONAL CRISIS-THE ZIMBABWEAN EXPERIENCE. A CASE STUDY OF THREE SCHOOLS IN MATOBO DISTRICT** is my work, and that all work of other people has been duly acknowledged and that this work has not been previously presented at this University and indeed any other University for similar purposes.

Name: Kwanele Munyuru R1813439E

Signature:

Date:

DEDICATION

The project is dedicated to my parents Mr Innocent Mdlongwa and Mrs Sehlukile Mdlongwa nee Khanye for their selflessness, unwaivering love, support and encouragement. They believed in me more than I believed in myself. May the good Lord bless them with many more years of life filled with happiness.

ACKNOWLEDGEMENTS

First and foremost, thanks be to the almighty God for his guidance and protection during the Covid 19 pandemic and the country's economic meltdown. I also want to thank my sons Shinga and Wenyasha, my daughters Banele and Anesu for their understanding while my quality time with them was compromised during the study. More, thanks to my supervisor Mr J Katsande who has been patient and helpful throughout this study. May the Lord bless him abundantly. Thanks also to the Ministry of Education, thus the Matobo District Office for giving me permission to carry out the study in their schools and the school Heads of Mtshелеle cluster who assisted me in carrying out this research. Also thanks to the MSU staff and fellow students, my family members and everyone who contributed to the success of this study direct and indirect

ABSTRACT

The purpose of the study was to expose effective teaching methods that can be adopted in low-income rural primary schools of Matobo district. Accordingly, the objectives of the study were to find out the teaching strategies that can be adopted during the COVID-19 pandemic, investigate how COVID-19 has changed instructional delivery methods in primary schools and assess the challenges faced by the primary schools in implementing the new teaching strategies called for by the COVID-19 pandemic. The study was qualitative in nature, and adopted a case study design. Data was collected through the use of semi-structured interviews, focus groups and document analysis. A sample of 3 ECD schools, six teachers, three heads, one district supervisor and 6 parents from a population of 58 ECD district schools, 127 ECD teachers, 2560 ECD learners and all ECD parents all primary schools, all primary school teachers and all parents in Matobo district was used. Data was analysed using thematic analysis. The study concluded that COVID 19 had changed methods of instruction from the traditional forms to the online instructions that mainly use the internet and the social media platforms, the shift to use of online platforms in teaching instruction delivery has been faced with challenges that ranged from technophobia by teachers and parents, lack of smartphones and internet gadgets, lack of connectivity, expensive bundles and lack of constant power supplies and the ministry of primary and secondary education, the government and non-governmental organizations can assist provision of the vital resources for online teaching and learning, since both the teachers and parents need to be assisted to be online capable for the teaching and learning process to be effective. The study further recommended that ECD centers be provided with all vital resources for online learning before the schools adopt the strategy in the COVID 19 era, otherwise the learners will be short changed, government should ensure that the supply of the online resource is its sole responsibility because schools especially in the remote and rural areas do not have the capacity to fund the project, old teachers and old parents in the rural areas need to be enlightened on the use of online platforms if they can also be effective in assisting learners through the use of online facilities. The study further recommends that the study be carried out using a larger sample and a quantitative approach so that results can be compared with the current study.

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CHAPTER ONE

PROBLEM AND ITS SETTING

1.1 Introduction

The world over, national disasters have occurred and affected the teaching and learning processes in educational institutions from primary to tertiary levels. The disasters make traditional ways of instructions ineffective, outdated or simply out of place. Consequently, when disasters occur, they call for new and innovative approaches to deliver instructions in order ensure that effective teaching and learning continuous in the classrooms. Similarly, the proposed study aims to explore effective teaching strategies that can be implemented to enhance effective teaching during the COVID-19 pandemic especially in the Zimbabwean primary schools. Accordingly, chapter presents the problem of the study and its setting, which comprises the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations of the study, limitations of the study, definitions of terms and chapter summary. Literature review of related studies will also be presented.

1.2 Background of the study

Disasters present enormous, multifaceted, and exclusive dares which claim springy and inventive reactions rather than the "well-learned behaviors or habitual responses" that often accompany first-response actions (Plotnik, Turoff, & Van Den Eede, 2009). Flexibility, creativity, resourcefulness, and resilience are recurring themes, especially in relation to instructional methods during disasters.

When educationist design instructional strategies, they are usually visualizing a classroom scenario and within known conditions and contexts. These are enviroments in which face to face instructions are possible. However, the situation changes when the classroom or the face-to-face interactions are made impossible or impractical. These are situations when innovative instruction strategies have to be designed for continued effective teaching and learning (Quinn, 2011).

Research into crisis and disaster situations has shown that adversity can be the catalyst for new and enduring technology-enabled patterns, behaviors, and actions. Innovative uses of technology have provided resilient solutions to combat disruption and enable people to work, socialize, and communicate virtually by replacing face-to-face interaction with online interaction in times of crisis. These innovations often lead to structural and systemic changes as new ways of working and interacting are adopted, further enhancing the resilience of individuals and

organizations to cope with new disruptions. For example, during wars in Israel and Iraq, people increasingly used information technologies rather than traveling to physical workplaces by car (Mark & Semaan, 2008), and UK farmers turned to online networks during a prolonged outbreak of foot-and-mouth disease (Hagar & Haythornthwaite, 2005).

Zimbabwe has had its fair share of national disaster. The latest big-scale national natural disaster was Cyclone Idai, described by the United Nations as "one of the deadliest storms on record in the southern hemisphere". It caused massive devastation and flooding in Mozambique, Zimbabwe and Malawi, and in the process destroying schools and any chances of effective learning. In Mozambique, 600 schools were destroyed, 3,504 classrooms damaged or destroyed and 335,000 children have had their education disrupted as a result of the cyclone. In Malawi 104 schools were destroyed and 77,134 children left out of school and in Zimbabwe 139 schools were damaged but reports have still to come in, said UNICE and 90,000 children's learning activities were disrupted.

No other natural national disaster has disrupted educational activities like the COVID-19 pandemic. The pandemic has closed all classroom, and made all face-to-face methods of teaching impossible. The impact has been so huge that virtually all traditional methods of instruction have been discarded.

World over, due to the COVID-19 pandemic, educational institutions have turned to online learning as a solution to the face-to-face teaching and learning prohibitions imposed by the healthy restrictions and social distancing requirements that have been imposed. However, despite the online learning imposed more still needs to be done to cater for the less privileged schools and learners who do not have the online facilities and network requirements, especially learners and schools in the rural areas.

Observations by the researcher have revealed that most of the schools in low-cost schools are not equipped to give learning instructions using online platforms due to lack of electricity, internet accessibility and facilities and resources. As the COVID-19 pandemic seems to be a new normality, it seems schools and educators need to adopt new instruction methods that do not depend on face-to-face interactions. It is under this background that the proposed study aims to assess new instructional methods that can be used for effective teaching and learning in COVID-19 pandemic.

1.3 Statement of the problem

The coming of COVID-19, declared a national disaster in Zimbabwe, means that traditional methods of instruction that worked in close proximity and depended on face to face, group work and called for cooperation of learners, written work and in crowded classroom, has not only become a healthy risk but have become outlawed due to COVID-19 healthy restrictions and social distancing. Currently educators are not sure of effective instruction methods to use, especially in low-cost schools where schools, learners, parents and the community cannot afford the excessively publicized online lessons. It is on this bases that the proposed study aims to expose effective teaching methods that can be adopted in low-income rural primary schools of Matobo district.

1.4 Research objectives

The objectives of the study are to;

To find out the teaching strategies that can be adopted during the COVID-19 pandemic

To investigate how COVID-19 has changed instructional delivery methods in primary schools

To assess the challenges faced by the primary schools in implementing the new teaching strategies called for by the COVID-19 pandemic

To expose how educational stakeholders can assist in the implementation of the new teaching strategies in primary schools?

1.5 Research questions

Which teaching strategies can be adopted in the COVID-19 pandemic in era in Matobo district primary schools

How has COVID-19 changed instructional delivery methods in Matobo district primary schools?

What are the challenges faced by the primary schools in implementing the new teaching strategies called for by the COVID-19 pandemic in Matobo district primary schools?

How can educational stakeholders assist in the implementation of the new teaching strategies in Matobo district primary schools?

1.6 Significance of the study

The proposed study will be of benefit to learners, teachers, administrators, policy makers and future researchers. Learners and teachers will benefit from the effective teaching strategies that will be exposed by the proposed study, and in the process enhance effective teaching and learning process. The administrators will adopt efficient ways to help combat challenges to the implementation of new teaching strategies. Policy makers will be informed by the results of the study on designing teaching strategies that are in line with COVID-19 health guidelines and restrictions. The researchers will be able to identify gaps within the proposed study and as such will be able to conduct future research.

1.7 Assumptions

It is assumed that;

Participants will be willing to take part in the study

That the researcher will be able to complete the study in the specified time

That schools will be reopened after the COVID-19 lockdown and teacher incapacitation.

1.8 Delimitations

The study will focus only on three ECD schools in Matobo district. The study will further focus on effective instructional methods that can be used in primary schools during the COVID-19 pandemic. The study will be qualitative in nature and hence will use qualitative research instruments to collect and analyse the data.

1.9 Limitations of the study

It is anticipated that the study will face some limitations during the course of study. These challenges will be fully exposed at the end of the study. It is anticipated that the researcher will face financial challenges due to economic hardships the country is facing, trying to balance research work and workloads, since the researcher is fully employed and at the same time a researcher and challenges that came with the COVID-19 pandemic such as restrictions on interactions and safety requirements that have to be adhered to. In order to counter the anticipated challenges, the researcher will have to draw up a cost-effective budget in terms of finances and time management. The research also has to use research instruments that do not expose participants to COVID-19.

1.10 Definitions of the study

COVID-19- COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-n CoV'.

Effective teaching method- Effective teaching can be defined in many ways including teacher behavior (warmth, civility, clarity), teacher knowledge (of subject matter, of students), teacher beliefs, and so forth. In the study define effective teaching as the ability to improve student achievement (Good, Wiley, Florez, 2009).

New normal- A new normal is a state to which a society settles following a crisis, differing from the situation that prevailed prior to the start of the crisis (LaBarre, 2003).

1.11 Summary

The chapter presented the problem of the study and its setting, which comprises the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations of the study, limitations of the study, and definitions of terms. The following chapter will present literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter deliberates on the literature that is related to effective teaching strategies during national disasters such as the current COVID-19. According the section will be guided by sub-headings derived from the research questions of the study. As such the literature review will be based on the following sub-headings.

2.2 Teaching strategies in the COVID-19 pandemic era

All sectors worldwide, including education, have been devastated by the impacts of COVID-19 pandemic, accordingly Cahapay (2020) states that we approach the new normal in the post-COVID-19 era, there is a need to consider education anew in the light of emerging opportunities and challenges. Thus, there is need to rethink education strategies in the new normal post-COVID-19 era.

Numerous learning arrangements are considering responsive approaches to implement curriculum, and looking into the role of technology. During an era of social distancing practice demonstrating a major new normal behavior, many schools are headed towards complete online modality or blended learning modality in instruction (Cahapay, 2020). For example, in China that was the first epicenter of the virus, more than 180 million children were ordered to remain at home. While schools were closed for quarantine, education had to continue but this time in an altered modality. It was implemented online through a variety of online courses and electronic textbooks (Patrinos & Shmis, 2020; Cahapay, 2020).

Moreover, blended learning is coincidentally known as the “new normal” (Norberg et al., 2011; Cahapay, 2020) in the realm of educational technology. Though there are obscurities in its definition, blended learning can be commonly described as an instructional approach that integrates traditional classroom methods and online digital methods (Graham 2013). It necessitates the physical presence of both teacher and learner, with features of learner control over time, setting, or pace (Huang et al., 2009). Given these features of blended learning, it provides auspicious prospects for use in education come new normal times (Cahapay, 2020).

On the other hand, there can be more use of methods that require less movement and physical contact. One method is direct instruction. It is an instructional approach that is planned, sequenced, and managed by the teachers. The implementation of instruction to learners is attained mainly through strategies like lectures or demonstrations. With this method, teachers generally direct the process thus keeping students less active (Cahapay, 2020).

The unprecedented impacts of the COVID-19 global outbreak are indeed ushering educational systems to a new normal period in human history (Cahapay, 2020).

2.3 How COVID-19 has changed instructional delivery methods

The COVID-19 pandemic has called for social distancing and high levels of sanitization that restrict gatherings. Accordingly, as stated by Smith, 2020 most of the traditional methods of teaching that focused on close association of learners or learners with teachers have become risky and outdated. As such methods such as group work, pairing of learners, games and sharing of books and equipment has to be taken with caution. Johnson (2020) reveals that schools now need to adopt teaching strategies that maintains social distance and ensures that learners are not exposed (Espino-Díaz L, Gemma Fernandez-Caminero, Carmen-Maria Hernandez-Lloret, Hugo Gonzalez-Gonzalez and Jose-Luis Alvarez-Castillo, 2014).

In addition to all these elements, the pandemic has revealed a series of consequences that must be taken into account at the educational management level. A recent report (Hodges, Moore, Lockee, Trust, Bond, 2020; Espino-Díaz et al,2020). highlighted several problems facing the educational system. The pandemic has forced the immediate transfer of teaching to the online modality without time to carry out authentic planning and a modification of the curriculum design to adapt it to the online modality, which has led to “remote teaching of emergency” (UNESCO, 2019; Espino-Díaz et al,2020).

Faced with such exceptional circumstances caused by the pandemic as a result of COVID-19, in a context in which schools have closed their doors in 185 countries and government administrations have ordered the transition to the tele-training of students, it has manifested the need to train teaching staff in the use of different technological tools, in order to adapt the different elements of the curriculum to the new context of a pandemic. We are facing a change in the educational paradigm in which online training through ICT has ceased to be an option in the teaching

methodology and has become a necessity in these times of pandemic in order to continue with the student learning process (Espino-Díaz et al, 2020) .

On the other hand, there is also another essential question so that the professional work of teachers can be adapted to online education. It is the fact of how prepared schools are to face these changes toward virtual teaching. On this matter, the 2018 PISA report reported the results of a survey carried out on the management of educational centers. The survey reflected that between 30% and 80% had the professional skills and resources to learn how to integrate digital devices into teaching. The countries that stood out the most were fundamentally South Korea, the Nordic countries, Canada, and the United States, with proportions between 70 and 80% (Hodges et al.,2020; Espino-Díaz et al,2020).The sudden metamorphosis of teaching activity from the face-to-face model to the online modality reveals the existence of three gaps (Miralles-Martínez,2014; Espino-Díaz et al,2020) the access gap (having or not having access to connection and technological devices); the use gap (time of use and its quality); and the gap in teacher skills, availability of resources, and adaptation of online platforms to support teaching). This digital gap makes the distances between families with more and less resources ever greater, as is occurring during the period of confinement (Hodges et al., 2020; Espino-Díaz et al, 2020).

2.4 Challenges faced in implementing the new teaching strategies called for by the COVID-19 pandemic

Complete online and blended learning sound like the “holy grail” in this new era in education, but however at close scrutiny, it requires massive changes that most developing countries might not be able to meet. For developed countries, blended learning is an established educational modality that has enabled most developed countries to cope with the impacts of the current COVID-19 plague (Cahapay, 2020). It has been established that online learning and teaching need to be supported by developed structures and trained teachers (Olivier, 2020). However, for other countries, and most developing countries the developed structures and trained teachers are non-existent. Obana, (2020) states that use of online and blended learning requires an assessment of individual school capabilities based on the reliability of local power supplies, internet connectivity, and readiness of the teachers.

Blended learning still requires an amount of traditional classroom modality. Considering the social distancing practice in this new era, group work approaches that require interactions with close

physical contacts such as formal and informal cooperative learning groups, think-pair-share, peer instruction, and jigsaw, might just be modified or reduced, if not eliminated, from the options of instructional methods of teaching (Brame & Biel, 2015; Cahapay, 2020).

Most students do not have access to the technological (devices, internet), intrinsic (self-regulation, autonomy) or social (a safe quiet place to study or parental support) prerequisites for remote learning. In sub-Saharan Africa, only 11% of households have computers, only 18% have a household internet connection (Global Partnership for Education, 2016).

More so, many teachers are not familiar or properly trained on remote learning solutions and are constrained to fulfilling soft elements of teaching (e.g., social rules, empathy) while remote, and might also not have access to the technological and social prerequisites for remote learning (Global Partnership for Education, 2016).

2.5 How educational stakeholders assist in the implementation of the new teaching strategies

Worldwide, research has shown that for effective learning to take place, educational stakeholders need to support the implementation of new teaching strategies through supply of appropriate resources, in form of knowledgeable manpower and appropriate resources. As required, online teaching strategies requires ICT tools, internet and computer literate teachers. Smith (2020) revealed that in developed countries the educational stakeholders are in a better position to support the learning process through the provision of the vital resources, but argues that this might be a challenge in most developing countries. Thus, it is vital to expose how the educational stakeholders support the teaching and learning at ECD level in Matobo district.

Some countries are developing tools and resources for learners with disabilities and their parents. This requires enhancing accessibility features, such as audio narration, sign language video, and simplified text, as well as provision of assistive devices and, in some cases, reasonable accommodation. To reach the 700 children with disabilities who are enrolled in Azraq and Za'atari refugee camps in Jordan, for example, one innovation has been the use of transparent masks, so that deaf children can still lip read (UNESCO, GEM Report, 2020; United Nation, 2020).

In Zimbabwe, The Ministry of Primary and Secondary Education (MoPSE) in collaboration with the Education Cluster developed a strategy as part of its preparedness and response. This strategy is holistic and proposes measures that can contribute to limit the exposure to the disease and reduce

the probability of its transmission amongst learners, teachers, staff and school communities, minimize disruptions to learning, while proposing measures to build back better and safer school environments. The preparedness and response strategy offers three clear objectives: to ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers, learners and school communities during the COVID-19 emergency, support teachers, learners and school communities to prevent the transmission and spread of COVID-19 and facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency. To implement the new strategy, the MoPSE with support from education partners will focus on three key priority areas and two cross cutting issues: alternative learning approaches; back to school and opening up better; and safe school feeding, with teacher capacitation and awareness raising as cross-cutting issues in all interventions. The MoPSE and partners has developed numerous key interventions, each with clear outcomes, to enable the education sector to address the prevention, mitigation and return of learners back to school. However, MoPSE cannot do this alone, and need the support of all partners including parents, and those in other sectors to deliver an integrated response (Thabiseni, shumba and Mnthanga, 2020). An analysis of the strategy reveals that it is silent of the teaching strategies in the new normal.

2.6 Summary

The chapter deliberated on the literature related to effective teaching strategies during national disasters such as the current COVID-19, guided by sub-headings derived from the research questions of the study. The following chapter will present the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the way that the study is going to be conducted, how data will be gathered and analyzed will be guided by the fact that the researcher wishes to infer during the views, opinions and experiences during the COVID-19 pandemic in the teaching and learning environment. Accordingly, the chapter unveils how the research design, research Instruments, validity and reliability of research instruments, population, sample, sampling procedure, data collection procedures, data analysis and ethical considerations to be catered for in the study.

3.2 Research design

Mouton (2001) defines a research design as a blueprint of how one intends to conduct the research. It can also be seen as the roadmap by which the researcher will conduct the research and achieve the research goals and objectives. In a qualitative context, the research design is the entire process of research from conceptualising to writing the narrative. The main function of the research design is to enable the study to anticipate what appropriate research decisions should be made so as to maximise the validity and reliability of the eventual outcome (Denzin & Lincoln, 2011).

The study will be qualitative in nature. A qualitative approach seeks to gather the views, opinions and experiences of participants in their natural settings, and hence does not focus on a numeric expressions or evaluations (Creswel, 2011). The goal of qualitative research approach thus is to explore and understand a central phenomenon in its real-situation. The research questions are usually broad and general and seek to understand participants' experiences with the central phenomenon (Maree, 2007). Maree, (2007) further states that qualitative data are empirical and involve documenting real events, recording what people say, observing behaviour of participants who are immersed in the natural setting of everyday life in which the study is framed. As such, the aim will be to gather the participants' views on strategies that can be adopted for effective teaching during the COVID-19 pandemic. The study will be conducted in the primary schools of Matobo so that the researcher will be able to get a true reflection of the participants' experiences in their natural setting.

The advantages of qualitative research are that it produces more in-depth, comprehensive information, uses subjective information and participant observation to describe the context or natural setting, of the variables under consideration as well as the interaction of the different variables in the context and furthermore it can be argued that there is flexibility in the qualitative research approach which allows the researcher to pursue new means of interest by exercising good judgement (Leedy & Ormrod, 2005).

Qualitative research approach has a major disadvantage of being very subjective in its inquiry leading to difficulties in establishing the reliability and validity of the approaches and information. Cohen et. al (2006) concede that qualitative researchers are criticised for being impressionist, biased on reactions or opinions rather than being specific on facts or details. In addition, Cohen et. al (2006) contend that the subjective involvement of the researcher would make him/her manipulate/share the experiences of the participants. The qualitative research approach is criticized for being contemplated at early or exploratory stages of a study (Silverman, 2000).

In order to minimize the demerits of the qualitative approach, the researcher will use document analysis as means of trying to assess the strategies that can be used in the teaching and learning during the COVID-19 the extent of the problem in the implementation of learner discipline. In order to ensure validity the researcher will remain non-judgmental throughout the study process and reported what was found in a balanced way. Similar sentiments are also expressed by Walker (1985) who states that qualitative methods are subjective, unreliable, and unsystematic, lack adequate checks on their validity and are generally speaking, unscientific.

The study will also make use of case studies. According to Zainal (2007) a case study is defined as an empirical inquiry that investigates a contemporary phenomenon within its real life context. It enables the researcher to have a close examination of data within a specific context. In a case study design the researcher selects a small group of individuals in geographical context. Accordingly, the focus will be on three primary schools in rural Matopo district. The use of the three primary schools will be to expose the teaching strategies currently being adopted in schools, the challenges being faced, assistance being offered and how the participants feel should be done to effectively teach learners during the COVID-19 pandemic. Thus use of case studies will help the researcher to intensively and deeply capture the participants' views, opinions and suggestions.

Cohen and Manion (1995) states that the purpose of a case study is to probe deeply and to analyze intensively the multifarious phenomena that constitutes the life cycle of the unit with a view of establishing generalization about the wider population to which that unit belongs. Thus the three schools that will be used in the study will give a general reflection of the strategies that are being adopted in Matobo district during the COVID-19 pandemic.

Although there are advantages to using case studies, there are a number of disadvantages in using case study research. Cohen et al (2006) hints that case studies have limitations especially on personal subjectivity. Niewenhuis (2007:58) concurs and who criticises the case study research by basing his argument on subjectivity and the approach's failure to generalise its findings beyond the real situation. Cohen et al (2006) further criticise case studies for being impressionist basing information on the reaction and opinions rather than specific facts and details. Cohen et al (2006) criticize case study method for its dependence on a single case exploration making it difficult to reach a generalizing conclusion.

Despite these criticisms the researcher chose the case study method particularly to study the real-life situation of the three ECD schools in Matobo district. Case study is suitable to study situations governing social issues and problems. In this case, the study will be undertaken because the researcher is intrinsically interested in the case, though not for generalization or theory formation. For the purpose of this study it is meant to understand the particulars of the case. The selection of the case will be for a better understanding, theorizing about a larger collection of cases and enhancing the comparative and analytic potential of research (Barbour 2008).

3.3 Research instruments

Leedy and Ormrod, (2005) states that the choice of the research design guides the researcher in adopting the instruments that are considered relevant to collect data. In this study the researcher will solicited data through the use of semi-structured interviews, focus groups and document analysis.

3.3.1 Interview

Kajornboon, (2005) regards interviews as an interchange of views between two or more people on a topic of mutual interest. In an interview the interviewees are able to discuss their perception and interpretation with regard to a given situation. It is their expression from their point of view. Cohen et al (2006) explain interviews can have one of three basic structures, structured (closed interview

style), unstructured (open interview style) or semi-structured. In this study the researcher will adopt the semi-structured interview to solicit data from the participants as it will allow respondents to express themselves at some length (Yin, 2003).

In the study semi-structured interviews will be conducted on the teachers, the schools heads and the district inspector.

The strength of semi-structured interviews is that the researcher can prompt and probe deeper into the given situation asking more detailed questions on respondents' situations and not adhere only to the interview guide. The researcher is able to ask for elaboration or redefinition if a response on the implementation of learner discipline is not clear. In addition, the researcher can explain or rephrase the questions if respondents are unclear about the questions (Corbetta, 2003). More information can be solicited through the personal contact between the researcher and the respondents as that minimizes the vulnerability of questionnaire that arises from its impersonal nature.

Therefore the strength of the semi-structured interview approach is in its richness and depth of information and how high it is on validity, where the outcome is not predetermined by the researcher, and where the interviewee can provide a narrative on the process of interaction (William, 2005). The researcher is able to solicit relevant information, the response rate is high, the respondents are able to understand what is being asked, and are more relaxed as the interviews takes place in their territory.

The limitations of a semi-structured interview are that it can be time consuming if the sample is very large. The quality and usefulness of the information highly depends upon the quality of questions asked, as the interviewer cannot add or subtract questions. A substantial amount of preplanning is needed. There may be a limited scope for respondent to answer questions in detail or in depth (Kajornboon, 2005)

Other weaknesses of semi structured interviews are that inexperienced interviewers may not be able to ask prompt questions which may result in some relevant data not being captured. In addition, inexperienced interviewers may not adequately probe into a situation e.g. if the respondents do not know that they have in-depth knowledge of the subject under discussion, the interviewer needs to probe and find out the reasons and ask for explanations (Corbetta, 2003).

Despite the flaws identified in the interviews, the researcher will use the interviews because the respondents possess first hand information on what is happening in school in matters that are related teaching strategies in the COVID-19 era. The researcher will use a semi-structured interview to solicit data from the respondents as it will allow respondents to express themselves at some length (Yin, 2003).

Face-to-face semi-structured interviews will be administered to teachers, heads of schools and Matobo district inspector. Semi-structured interviews are ideal for this study as it seeks to go deeper and find out strategies that can be adopted for teaching ECD learners in the COVID-19 pandemic.

3.3.2 Focus group discussion

Morgan (2002) in Briggs and Coleman (2007) defines focus groups as a research technique that collects data through group interaction on a topic determined by the researcher. It is a carefully focused discussion designed to obtain perceptions in a defined area of interest, in a permissive, non-threatening environment, from a predetermined and limited number of people (Krueger & Casey, 2009).

The purpose of conducting a focus group in this study will be to listen and gather information related to the phenomenon under study. Briggs and Coleman (2007) assert that focus groups can be used to gain information relating to how people think and to explain perceptions of an event, idea or experience. Through the focus groups the researcher will be able to understand the views,

the feelings perceptions and opinions of parents on the strategies adopted by teachers for the teaching of ECD learners during the time of the global pandemic.

One of the main advantages of this technique is that participants' interaction assists in weeding out false or extreme views, thus providing a quality control mechanism. It allows respondents to give their opinions and feelings in a stress free atmosphere, provides diversity of information yet allows respondents the opportunity to participate and brings rigor to a study through triangulation (King and Horrocks, 2010).

3.3.3 Documentary Analysis

Documentary analysis is a form of qualitative analysis that requires readers to locate, interpret, analyze and draw conclusions about evidence presented (Briggs & Coleman, 2007). As is the case for all data collection techniques the choice depends on suitable technology the respective situations and various other conditions. With the document analysis, written sources of information are consulted for the procurement of information (Smith, 2002).

The primary documents to be analysed by the researcher will include scheme books, ECD minute book, asset registers and requisition books. The main aim of analysing these documents is to expose the strategies used by the teachers, expose the resources available and the challenges being met.

The advantage of documentary analysis is that it forms a valuable supplement to interviews and focus group discussion when information is needed from those who were there (eyewitness accounts) but who are no longer accessible; or when access to private or confidential exchanges – such as those found in letters is required. The data, thus acquired, can be more credible than data collected in interviews because of the absence of a researcher effect on the data source. More so documents are non-reactive convenience, especially those that are available electronically and can save time and money as there is little or no financial cost (Smith 2002).

There are disadvantages in document analysis such as that documents can be misleading as some may be written to provide a rosy picture or to enhance the writer's or someone else's reputation. Others may even be deliberately intended to deceive or often a document depends on one person's memory or point of view. Some documents may contain so much data that it becomes difficult to extract important and relevant information while at times they are incomplete, may not represent the full picture or may contain typographical errors (Smith 2002:2-3). Documents are however essential in that they authenticate the positive and negative information gathered through other sources.

3.4 Credibility and Trustworthiness

Patton (2009) argues that in qualitative research it is more appropriate to talk about Credibility and trustworthiness instead of Validity and reliability.

Credibility

In qualitative research the idea of "validity" refers to the, accuracy of data obtained. It is used to indicate correctness or credibility of information, explanation, interpretation, or other sorts of account of data as disclosed by participants (De Vos et al, 1998). In the proposed study, this will be achieved through consultation of appropriate documents and preliminary visits to the organisations themselves. Lincoln and Guba (1989) also recommends "prolonged engagement" between the investigator and the participants in order to establish a relationship of trust between the parties. The credibility of the researcher is especially important in qualitative research as it is the person who is the major instrument of data collection and analysis (De Vos et al, 1998).

Trustworthiness

Trustworthiness is a means to support the arguments that the inquiry's findings are "worth paying attention to" (Lincoln & Guba, 1985:290). Flick (2002) argues that qualitative researchers need to be as vigilant as positivist researchers about ensuring the validity and reliability of their studies, even if they choose to use other terms such as credibility and authenticity, to describe the qualities that establish the trustworthiness of their studies.

Trustworthiness consists of four criteria namely credibility, meaning the relationship between the findings and collected data; transferability, whether findings can justifiably be transferred to other contexts; dependability, is the assurance to the people about the findings from the raw social

context; and conformability, ensuring the public that actions were appropriate and without bias (Lee & Lings, 2008). Trustworthiness in this study will be ensured through member checking.

Member Checking

According to Guba and Lincoln (1999), checks relating to the accuracy of data may take place “on the spot” in the course, and at the end of the data collection dialogues. Member checking is basically affording the respondents the chance to check (to approve or disapprove) particular aspects of the responses they provided (Doylet, 2007; Merriam, 1988). It is a way of finding out whether the data analysis is harmonious with the respondent’s experiences (Curtin & Fossey, 2007:92). Member checking entails paying the participants a second visit to find out if the information recorded from what they provided is accurate as far as they are concerned. The respondents need to verify whether or not the interpretation makes sense to them and reflects their intended meanings (Creswell, 2003). The researcher takes time to return to some respondents who participated in the research to confirm the accuracy of the recorded data (Curtin & Fossey, 2007).

Triangulation

Triangulation involves the conscious combination of qualitative methodologies as a powerful solution to strengthen a research design where the logic is based on the fact that a single method can never adequately solve the problem of rival causal factors (Denzin & Lincoln, 2005).

Triangulation is a way of making sure that combining information from different instruments produces clear facts that solidify the research results. Miles and Huberman (1994:267) suggest that triangulation “is a way to get to the finding in the first place-by seeing and hearing multiple instances of it from different sources by using different methods and squaring the finding with others it needs to be squared with”. Accordingly, in the current study, the researcher will use semi-structured interviews, focus group discussion and document analysis as form of triangulation.

Pilot-testing

A pilot study is the pre-testing or trying out of a particular research instrument (Barbour,2008)) Pilot testing is necessary to determine if the ways in which respondents understand questions are relatively similar across the group and whether the information is easily accessible to respondents. It is necessary to ensure that the items are such that responses correlate to what the study intends

to measure (Collins, 2006). Since a researcher may not get all the questions to be clear the first time he or she tries, it is necessary to pilot test them to find out if they have faulty wording or ambiguity. This means the researcher must choose a small sample similar to the actual sample to be used to try out the questions.

As such, the research will use one ECD school in Matobo district, that is not part of the sample and use it for pilot testing. Walliman (2001:162) advises that it “is best to do the pilot pre-test on people of a type similar to that of the intended sample.” After the pilot testing the researcher can remove questions that were too difficult or confusing and make any other adjustments necessary for the final live field research (Perry, 2001). Thus , a pilot study will be conducted to check the clarity of the questions in the in-depth interviews and focus groups to establish whether the questions asked really intended to address the phenomenon under study.

3.5 Population, sample and sampling procedure

3.5.1 Population

According to Bless and Higson (1995) a population is the set of elements that the research focuses upon and for which the results are obtained by testing and sampling. Fraenkel and Wallen (2003) define population as the group of interest to the researcher, which is the group in which the researcher would like to generalize the results of the investigation. According in the current study, the population will be all 58 ECD district schools, 127 ECD teachers, 2560 ECD learners and all ECD parents in Matobo district (Matobo district Education office, 2020).

3.5.2 Sample

A sample is a small portion of the total set of objects, events or persons that together comprise the subject of the study. It can be viewed as a subset of measurement drawn from a population in which the study is located (Denscombe, 2007). A sample is studied in order to understand the population from which it is drawn. Since this study is qualitative, it will work with small samples of people, nested in their context and studied in depth to determine truths about that population (Field & Boesser, 2002).

Accordingly, the study will use a sample of 3 ECD schools, six teachers, three heads, one district supervisor and 6 parents from a population of 58 ECD district schools, 127 ECD teachers, 2560 ECD learners and all ECD parents all primary schools, all primary school teachers and all parents

in Matobo district. Maykut and Morehouse (1994) argue that qualitative samples are purposive rather than random.

3.5.3 Sampling procedure

Sampling is the process of finding people or places to study; to gain access to study; and to establish a rapport so that participants provide relevant data (Creswell 1998). Yount (2006:7-1) states that sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected. During the process of sampling, the aim is to get a sample that is as representative as possible of the target population (Mouton, 1996).

A sample of 3 ECD schools, six teachers, three heads, one district supervisor and 6 parents will be purposively chosen. Purposive sampling involves selecting certain units based on a specific purpose rather than randomly (Tashakkori & Teddlie, 2003). Bernard and Ryan, (2010) concurs and asserts that purposive sampling is quota sampling without a grid where one simply decides on the purpose the informants will serve, then take what they get. In his scenario, the researcher makes judgment about which subjects should be selected to provide the best information to address the purpose of the research (White, 2005).

As such choosing an appropriate sample to capture deep and rich information about strategies of teaching in the COVID-19 pandemic is what is more important for the study.

According to Babbie (2011) purposive sampling is particularly relevant when one is concerned with exploring the universe and understanding the audience. In purposive sampling the researcher uses common sense and best judgment in choosing the right participants and meeting the right number of people for the purpose of study. Purposive sampling therefore enables the researcher to search for information from rich key informants who are likely to be knowledgeable and informative about the phenomenon under investigation (Strauss & Myburgh, 2002:71).

3.6 Data collection procedure

The researcher will first obtain permission from the ministry of primary and secondary education through the Matobo district offices to conduct the study. After permission has been granted permission and appointments will be made through the headmasters to conduct interviews, focus group discussions and document analysis at the three ECD schools identified for the research. The procedure will take two weeks. Before conducting the study, a pilot study will be done in order to check on the appropriateness and suitability of the instruments.

3.7 Data analysis procedures

Qualitative data will be analysed by arranging it in a logical and chronological order using themes according to the research questions of the study. Categories will be identified that help cluster the data into meaningful groups. Interviews, focus groups and documents and artefacts will be examined for specific meanings. According to Creswell, (2009) and Stake (cited in Leedy & Ormrod (2005:138), data analysis in case studies typically involves the following steps organisational details about the case, categorization of data, interpretation of single instances, identification of patterns and synthesis and generalization.

Maree (2007: 99) says that qualitative data analysis tends to be an ongoing and interactive (non-linear) process, implying that data collection, processing, analysing and reporting are intertwined, not merely a number of successive steps.

3.8 Ethical Considerations

The consideration of ethics in research is important especially in education because the participants in any study should be protected from harm. Harm can be, “embarrassments, anger, irritation, physical and emotional stress, loss of self-esteem, exacerbation of stress, loss of respect from others, negative labelling, invasion of privacy and damage to personal dignity (Maree, 2007). Ethical issues are important since the study will involve human subjects. The sensitivity of issues that deal with the teaching and learning strategies requires that the researcher ensures anonymity and confidentiality of all participants are kept at all times. This is based on the fact that although the researcher has the right to collect data by means of interviews, document analysis, this should not be done at the expense of the respondent’s’ right of confidentiality and anonymity. Participants will be assured that in addition to leaving out real names, their personal details and contributions

will also remain anonymous to encourage open and honest responses. In carrying out this study the researcher will promise to observe all their rights including the right to withdraw from participating in the study at any stage and observed the ethical considerations as stated by Rule E5 in the University Of Fort Hare Faculty Of Education Handbook, (2010).

3.9 Summary

The chapter unveiled how the study will be conducted by presenting the research design, research instruments, issues of credibility and trustworthiness, population, sample, sampling procedure, data collection procedures, data analysis and ethical considerations to be catered for in the study. The following chapter will present data presentation, analysis and discussion.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The previous chapter presented the manner in which the study was to be conducted. The current chapter presents data presentation, analysis and discussion. The data used in this chapter was gathered from a sample of 3 ECD schools, six teachers, three heads, one district supervisor and 6 parents from a population of 58 ECD district schools, 127 ECD teachers, 2560 ECD learners and all ECD parents all primary schools, all primary school teachers and all parents in Matobo district. The data is presented, analysed and discussed based on sub-headings derived from the research questions, thus presented under teaching strategies adopted in the COVID-19 pandemic era in Matobo district primary schools, how COVID-19 has changed instructional delivery methods in Matobo district primary schools, challenges faced by the primary schools in implementing the new teaching strategies under the COVID-19 pandemic in Matobo district primary schools and how educational stakeholders are assisting in the implementation of the new teaching strategies in Matobo district primary schools. The participants were coded ECDS1 - ECDS3 (for schools) ECDT 1-ECDT6 (for the teachers) H1-H3 (For school heads) and P1-P6 (For parents).

The demographic data considered essential for the study was presented first. This included the gender, academic qualifications for the participants and the age ranges for the participants.

4.2 Demographic data

The demographic data considered essential for the study was presented first. This included the gender, academic qualifications for the participants and the age ranges for the participants. Table 4.1 shows the gender for the participants.

4.2.1 Gender for the participants

Table 4.1 shows the gender for the participants.

Gender	Frequency	Percentage
Males	0	0
Females	15	100
Total	15	100

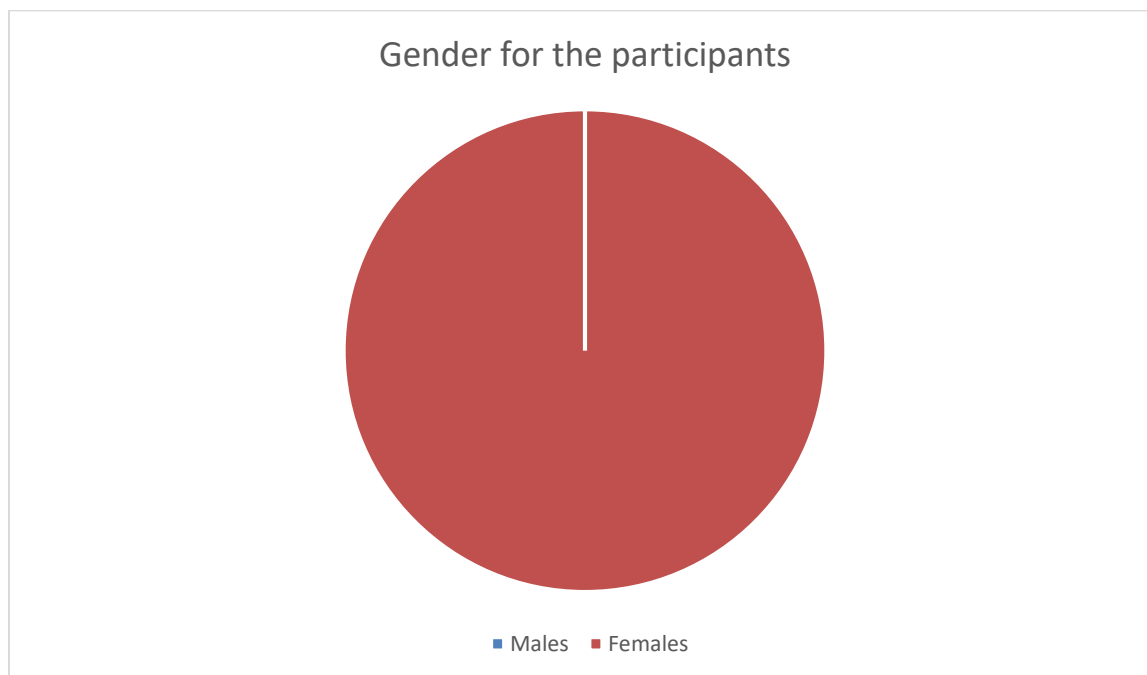


Figure 1 shows the gender for the participants.

The data presented on table 4.1 and figure 1 shows that all participants were female. Mwase (2016) states that females are more dominant in the teaching and learning activities at ECD level in most of the African countries in which infant education is cultural considered a female activity or occupation. Thus the views presented are female biased. Table 4.2 shows the age ranges for the participants.

4.2.2 Age ranges for the participants

Table 4.2 showing the age ranges for the participants

Age ranges	Frequency	Percentage
Below 30	0	0
30-40 years	3	20
40-50 years	7	46.7
50-60 years	3	20
Above 60	2	13.3
Total	15	100

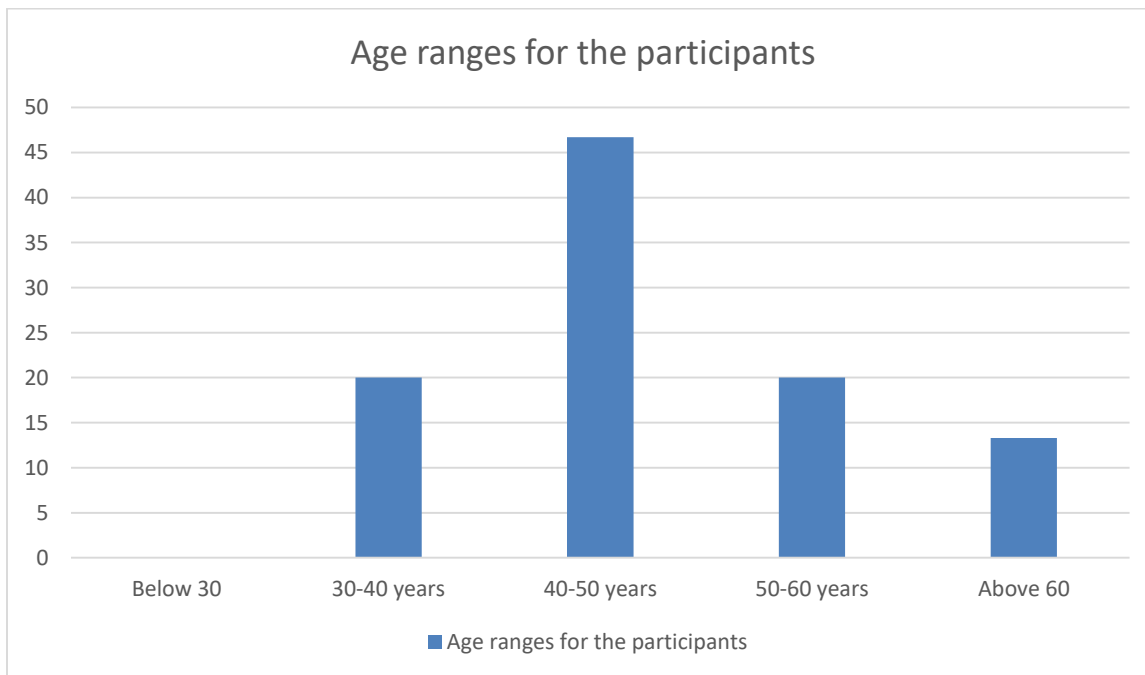


Figure 2 showing the age ranges for the participants

The data presented by table 4.2 and figure 2 shows that the majority of the participants, who constitutes 46.7 % are within the 40 to 50 age ranges. This shows that the majority of the participants are mature and assumed to have more experiences in activities that are related to children, and accordingly in a better position to provide informed views.

4.2.3 Educational levels for the participants

Table 4.3 showing the educational levels for the participants

Educational level	Frequency	Percentage
No formal education	6	40
Diploma in education	9	60
Degree in education	0	0
Masters in Education	0	0
Phd in education	0	0
Total	15	100

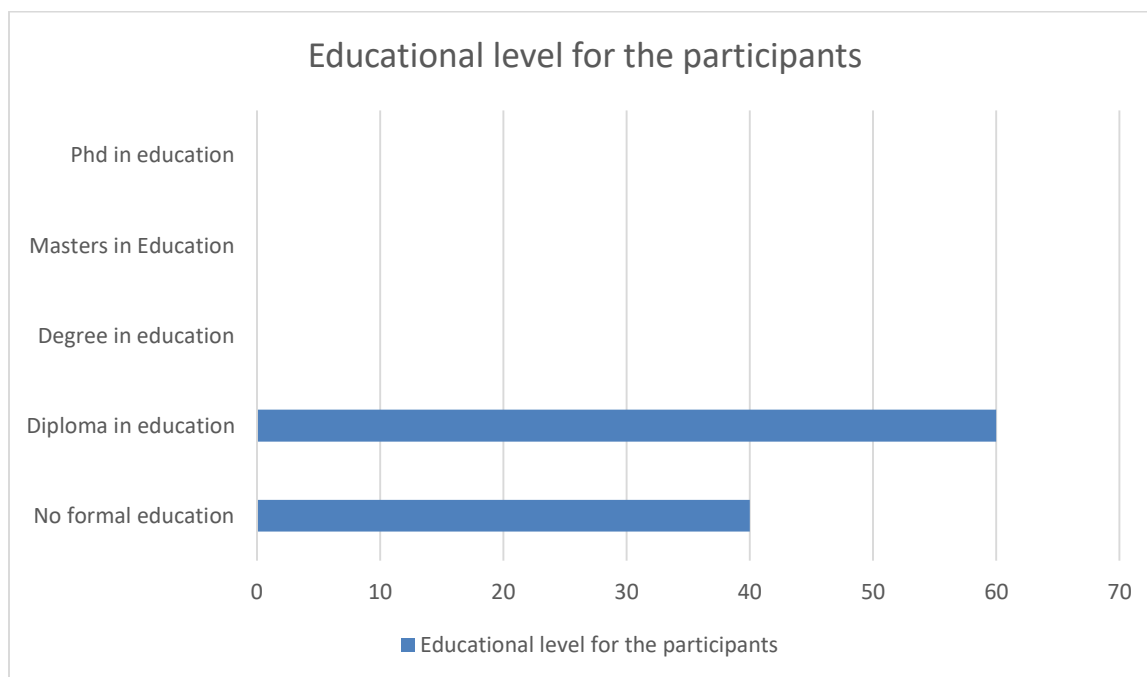


Figure 3 showing the educational levels for the participants

The data provided by table 4.3 and figure 3 shows that the majority of the participants (60 %) hold diplomas in education. The 40 % with no formal education are the parents of the learners in the study. Since the majority of the participants possess diplomas in education, it means that the majority of the participants have some basic pedagogic knowledge to provide some strategies that could be used in the COVID 19 era.

4.2 Teaching strategies adopted during the COVID-19 pandemic in Matobo district primary schools.

The section presents and analyses data on the teaching strategies adopted during the COVID 19 pandemic, at ECD level in Matobo district. The presentation and analysis was presented under sub-headings derived from the research questions and thus was under; teaching strategies adopted in the COVID-19 pandemic era in Matobo district primary schools, how COVID-19 has changed instructional delivery methods in Matobo district primary schools, challenges faced by the primary schools in implementing the new teaching strategies under the COVID-19 pandemic in Matobo district primary schools and how educational stakeholders are assisting in the implementation of the new teaching strategies in Matobo district primary schools.

4.2.1 Teaching strategies adopted in the COVID-19 pandemic era in Matobo district primary schools.

The study aimed at identifying the strategies adopted by teachers in the teaching and learning of ECD learners in Matobo district. It was thus designed that the participants be presented with questions derived from the research questions so that appropriate responses could be gathered. The participants were first asked to elaborate on whether the COVID 19 era had affected the teaching and learning process at ECD level in Matobo district. The participants exposed that COVID 19 has greatly affected and changed the teaching and learning process at ECD level. The following are some of the responses provided by the participants.

ECDT1 and ECDT4 concurred: the teaching and learning process has changed tremendously. All the traditional methods of teaching are now irrelevant. No more group work, pairing, mass games, and now children have to learn more at home than at school.

H1, H2 and H3 added: COVID 19 has shifted learning from school classrooms to home school. And now it is more on online learning or/and radio/Television lessons.

P1, P3 and P6 elaborated: *Children are no longer writing and playing games at schools. Most of the work is now being sent to parents and the parents do the work with their children, and send it to teachers via their phones. Things have changed due to this COVID 19.*

The participants were further probed to expose the strategies that teachers had adopted for the teaching of their learners. Most of the participants stated that they had adopted online teaching,

use of radio lessons, use of Television programs and making recordings and posting to the parents of the learners. The following are some of the responses given by the participants.

ECDT3, ECDT5 and ECDT 6 stated: *Because of COVID 19 we now use online learning mostly. We find the appropriate materials and send to the parents' children so that they can do the activities with the learners and then send back. More we have identified the times the radio broadcast ECD programs and let the parents know and make their children available for the radio lessons.*

H1 and H3 added: *Teachers prepare activities portfolios and parents come and collect at school and go and do the activities at home with their children. As such, parents have to come and collect the learning materials every week, and they also submit previous week lesson materials.*

P3, P5 and P6 stated: *Teachers have made us teachers. They just give us or send materials and expect us as parents to teach and do activities with our children. Schooling has been shifted from the school classroom to our homes.*

P1 elaborated: *Teachers now teach mostly remotely. They send materials or we collect material. Sometimes children are asked to come to school, maybe once or twice a week, mostly to check on the materials that would have been sent. Teachers these days they no longer mark, but just give corrections, and sometimes they ask us to mark our on children' s work.*

The responses given by the participants showed that the teachers have adopted blended learning as the best methods for teaching and learning during the COVID 19 pandemic. Teachers use online platforms to send and receive teaching and learning materials, and call learners to school once a week to evaluate whether the learners have done the materials send to them.

4.2.2 How COVID-19 has changed instructional delivery methods in Matobo district primary schools

It was also the objective of the study to expose how COVID-19 had changed instructional delivery methods in Matobo district primary schools. As such the participants were first asked to narrate the methods of instructions that they were using before the COVID 19 era. The participants stated that they were using mostly the traditional methods of teaching such as chalk and talk, pair work, face to face instruction, written work, drama, games and other mass activities. The following are some of the responses given by the participants.

ECDT 1, ECDT 3 and ECDT 6 stated: *Before COVID the majority of the lessons and activities were delivered using the traditional methods of teaching. Mostly it was through the chalk board, group work, pair work, games, and written work.*

H1 and H3 added: *Yes online platforms were used, but the magnitude was very very low, and it was mainly to communicate with the parents if there was some things to bring to school or events that they needed to attend. Learning mainly took place in the classrooms, and parents only assisted with homework*

P1, P2, P6 concurred: *Before COVID 19 we never saw any work being sent through whatsapp platforms. Children would bring work cards or activities would be written in their exercise books for our attention. That was what happened before the COVID era.*

The participants were further probed to reveal how COVID 19 had changed the methods of instruction delivery. Most participants stated that the COVID pandemic came with online and in some cases some blended methods in instruction delivery.

ECDT1 stated: *The pandemic has come with new teaching methods. Or rather it has fast tracked the abandoning of most of the traditional methods of teaching. Now it is now mostly online through social medial platforms such as whatapp, facebook, google classroom and once in a while face to face instrctions.*

H1, H2 and H3 concurred: *the pandemic has ushered in a new teaching approach in which almost all learning is now online and the classroom has been shifted to “anywhere”*

P1 and P5 added: *The COVID 19 pandemic has caused teachers to rely on whatsapp to send and receive learning materials. Teachers send recordings videos, activities and simulations and parents also sent the done activities through the same platforms. Whatsapp is now the classroom, everything is now being done on whatsapp.*

The responses from the participants exposed that COVID 19 had changed methods of instruction from the traditional forms to the online instructions that mainly use the internet and the social media platforms.

4.2.3 Challenges faced by the primary schools in implementing the new teaching strategies under the COVID-19 pandemic in Matobo district

The study intended to expose the challenges that teachers in Matopo district were facing in adopting new strategies necessitated by the COVID 19 pandemic. The participants were first asked to state whether they were facing any challenges in adopting to the new instructional strategies. All participants stated that they are facing many challenges in adopting new strategies to cater for the conditions brought about by COVID 19

The participants were further probed to expose the challenges that they were facing in adopting new strategies to cater for the conditions brought about by COVID 19. The participants stated that the challenges ranged from lack of online gadgets, lack of connectivity, power interruptions, social media illiteracy, technophobia among parents and teachers and lack of finances to purchase social media bundles. The following are some of the responses exposed by the participants.

ECDT 5 stated: *Online platforms are a new things for us. This is too modern for communities such as ours in remote places, with no electricity, poor parents and mostly occupied with grandparents who are not comfortable with technoledge.*

ECDT1, ECDT2, ECDT4 and ECDT6 concurred: *The challenges faced in moving to online forms of instructions are numerous. Our schools are in rural set up where the community is not very competent with social media platforms or use of the internet. Asking them to video tape, send materials or cut and paste learners' activities is a huge task.*

ECDT5 added: *Most of these learners are staying with their grandparents who are very old to use smart phones or the internet. As if that is not enough, to send them materials and ask them to teach their grandchildren and sent feedback via social media platforms is rather too much of asking.*

H1, H2 and H3 added: *Yes adoption of social media and online platforms would help deliver instructions for learning, but schools do not have means to buy the gadgets and the data bundles for the teachers. Schools cannot even pay for the supporting staff for the past one year, what more about the provisions for online learning.*

P1 and P5 added: *Most of us do not know how to use the internet, or smart forms. More sometimes at our places network can go off for more than two weeks or a month.*

P4 and P3 added: *We are too old to teach these children. We do not even know how to read and our phones have no whatsapp, and now the teachers are telling us to buy new phones, very expensive one. That means my grandchildren will not learn anything as long as there is this disease.*

The responses provided by the participants revealed that the shift online instructions has been faced with challenges that ranged from technophobia by teachers and parents, lack of smartphones and internet gadgets, lack of connectivity, expensive bundles and lack of constant power supplies.

4.2.4 How educational stakeholders are assisting in the implementation of the new teaching strategies in Matobo district primary schools

The study intended to discuss strategies that could be adopted to assist in the implementation of the new teaching strategies in Matobo district primary schools. The participants were asked to suggest strategies that could be implemented to assist the adoption of online forms of instruction. The participants suggested that there was need to assist the teachers and parents with the online gadgets, data bundles and connectivity. The following are some of the responses suggested by the participants.

ECDT1, ECDT3, ECDT4 and ECDT6 concurred: Online teaching and learning can only be a success if teachers and learners are equipped with the gadgets, data and knowledge on how to navigate the social media platforms for the purposes of learning. These have to be provided by either the schools, government and donors. Otherwise some teachers, parents and learners will not be able to effectively learn during this COVID 19 pandemic era.

H1, H2 and H3 added: *The government needs to fund the resources for online learning, including the provision of electricity. Schools, especially ours in the rural areas cannot afford what is needed*

for the online platforms. This is the reason why most of the learners are not benefitting from online learning.

P1, P4 and P6 concurred: the things that are needed for this type of learning whereby phones are used, and we teach our children and send back work back to teachers via phones is not only very expensive, but we do not have the knowledge or capabilities to assist our children. The government or donors need to help us in form of the phones, the money for data, and also train us on how to use the phones and how to teach our children and send back feedback to teachers. We really need assistance, because otherwise, we do not know how to do it or the means to do it.

The responses provided by the participants show that effective use of online platforms in the teaching and learning process can only be achieved if the schools can be equipped with the necessary resources. The responses exposed that both the teachers and parents need to be assisted to be online capable for the teaching and learning process.

4.3.1 Teaching strategies adopted in the COVID-19 pandemic era in Matobo district primary schools.

The coming of the COVID 19 has created a new normal in which the traditional methods of teaching and learning methods have become absolute and irrelevant (Agatha, 2019). The study revealed that the teachers in Matopo district ECD schools had adopted blended learning, in which occasional face to face instructions are conducted, but mostly online instruction, as the best methods for teaching and learning during the COVID 19 pandemic. Teachers use online platforms to send and receive teaching and learning materials, and call learners to school once a week to evaluate whether the learners have done the materials sent to them. The methods have been initiated due to COVID 19 lockdown restrictions and health regulation. The lockdown restriction called for physical distancing in which all forms of traditional forms of teaching and learning, such as group work or group activities, playing of mass games, pair work and sharing of pencils, crayons, molds, blocks and many more became a health hazard that had to be avoided (Malvinus, 2020). As a result, teachers had to adopt online activities as a means of instruction between the teacher and the learners.

The results of the study are similar to results of a study by MacMeanus (2019), in which an observation of 22 high schools in Austria revealed that all teachers had discarded traditional modes of teaching for online instruction. MacMeanus observed that adoption of online instruction was

the best approach since the Austrian government had ordered closedown of all schools, but on the same note learning still had to continue. As such the teachers intensified the use of online platforms to send instructions to their learners.

Similarly, the same findings were noted by Shumba (2019) in his study of the on challenges faced in use of social media online platforms in Zimbabwean tertiary institutions, observed that all most all colleges and Universities adopted online tutoring during the COVID 19 lockdown. The adoption ensured that teaching and learning continued even though students were not on campus.

Accordingly, the results of the study are in support of the other studies in that all agree that COVID 19 caused schools, colleges and universities to adopt online teaching as the media of instruction.

4.3.2 How COVID-19 has changed instructional delivery methods in Matobo district primary schools

Due the COVID 19 pandemic all modes of instruction in the classroom that called for close proximity had to be discarded for instruction that could be done at a distance, especially away from the formal classroom setup (Agasi, 2019). Similarly, the results of the study exposed that after the COVID 19 pandemic methods of instruction from the traditional forms to the online instructions that mainly use the internet and the social media platforms.

A study by MacDonalds (2020) in Chicago High school exposed that due to the COVID 19 pandemic, most traditional methods of teaching were shelved and teachers adopted online and social media platforms as means of instruction. MacDonalds presents that soon after the lockdown there was an increase in the use of videoconferences, goggle classroom, PowerPoint presentations, simulation and use of voice recording in the teaching arenas.

Similarly, Mwase (2020) exposed that due to the COVID 19 pandemic schools in Lilongwe had to move from traditional methods to the use of computer related platforms to conduct lessons away from the formal classroom. The study therefore supports other studies conducted in that the study exposed that due to COVID 19, schools had to adopt online teaching as a media of instruction.

4.4.3 Challenges faced by the primary schools in implementing the new teaching strategies under the COVID-19 pandemic in Matobo district primary schools

The use of online platforms has been noted to come with a lot of challenges, especially in developing countries and worse in rural areas (Banda, 2020). The study exposed that the shift to

online instructions has been faced with challenges that ranged from technophobia by teachers and parents, lack of smartphones and internet gadgets, lack of connectivity, expensive bundles and lack of constant power supplies.

Similar results were noted by a study by Chengu (2019) in Binga high schools in which it was noted that in attempting to use online platforms most schools faced challenges with teachers who could not use social media platforms to construct a construct lesson, power interruptions that could not sustain a connectivity for more that could two hours, and general lack of gadget.

Similarly, Mwase (2020), on the challenges of using online platforms in elearning at NUST, discovered that most students could not follow up on online learning due to lack of smartphones, interrupted connections, expensive bundles and lecturer who were not very effective in the use of social media platforms in conducting lessons.

As such, the results of the study supports the studies conducted by Banda (2020), Chengu (2019) and Mwase (2020) in that challenges to the use on online platforms during the COVID 19 pandemic era ranged from technophobia by teachers and parents, lack of smartphones and internet gadgets, lack of connectivity, expensive bundles and lack of constant power supplies.

4.4.4 How educational stakeholders can assist in the implementation of the new teaching strategies in Matobo district primary schools

It has been noted that the use online platforms come with some requirements and expenses that most schools, especially in developing countries and more in the rural areas cannot sustain, and in most cases this calls for external or government or nongovernmental support (Tapthuso, 2020). The study exposed that effective use of online platforms in the teaching and learning process can only be achieved if the schools can be equipped with the necessary resources. Likewise Banda (2020) expressed that for effective use of social media platforms, schools need support in terms of resources, both human and supportive infrastructure. Mwasse (2020) also concurred and expressed that online platforms are expensive, and hence called for the government and non-governmental organizations to assist and support, especially disadvantaged schools especially in the high density suburbs or rural schools. Chengu (2019) is supported when he states that rural schools are not able to sustain the use of online platforms and hence can be effective if they could be assisted with the essential for online teaching and learning.

4.5 Summary

The chapter presented data presentation, analysis and discussion. The data used in this chapter was gathered from a sample of 3 ECD schools, six teachers, three heads, one district supervisor and 6 parents from a population of 58 ECD district schools, 127 ECD teachers, 2560 ECD learners and all ECD parents all primary schools, all primary school teachers and all parents in Matobo district. The data presented, analysed and discussed was based on sub-headings derived from the research questions, thus presented under teaching strategies adopted in the COVID-19 pandemic era in Matobo district primary schools, how COVID-19 has changed instructional delivery methods in Matobo district primary schools, challenges faced by the primary schools in implementing the new teaching strategies under the COVID-19 pandemic in Matobo district primary schools and how educational stakeholders are assisting in the implementation of the new teaching strategies in Matobo district primary schools. The participants were coded ECDS1 - ECDS3 (for schools) ECDT 1-ECDT6 (for the teachers) H1-H3 (For school heads) and P1-P6 (For parents). The following chapter present summary, conclusions and recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presented the summary, conclusion and recommendation of the study that intended to assess new instructional methods adopted for the teaching and learning process during the COVID-19 pandemic era.

5.2 Summary

The section presented a summary of the whole study from chapter one to chapter four presenting the major climaxes of the chapters.

Chapter one presented the problem of the study and its setting, which comprises the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations of the study, limitations of the study, and definitions of terms.

Chapter two deliberated on the literature related to effective teaching strategies during national disasters such as the current COVID-19, guided by sub-headings derived from the research questions of the study.

Chapter three unveiled how the study was to be conducted by presenting the research design, research instruments, issues of credibility and trustworthiness, population, sample, sampling procedure, data collection procedures, data analysis and ethical considerations to be catered for in the study. The chapter exposed that the study would adopt a qualitative approach and gather data from three case primary schools. The chapter also exposed that the study would use qualitative research tools such as semi-structured instruments, focus group discussions and document analysis, and that the data gathered would be analyzed thematically.

Chapter presented data presentation, analysis and discussion. The data used in the chapter was gathered from a sample of 3 ECD schools, six teachers, three heads, one district supervisor and 6 parents from a population of 58 ECD district schools, 127 ECD teachers, 2560 ECD learners and all ECD parents all primary schools, all primary school teachers and all parents in Matobo district. The data was presented, analysed and discussed based on sub-headings derived from the research

questions, thus presented under teaching strategies adopted in the COVID-19 pandemic era in Matobo district primary schools, how COVID-19 has changed instructional delivery methods in Matobo district primary schools, challenges faced by the primary schools in implementing the new teaching strategies under the COVID-19 pandemic in Matobo district primary schools and how educational stakeholders are assisting in the implementation of the new teaching strategies in Matobo district primary schools. The participants were coded EC DT 1-EC DT6, H1-H3 and P1-P6. The following section presents the conclusions of the study.

5.3 Conclusions

The section presents conclusions derived from the results of the study.

Teaching strategies adopted in the COVID-19 pandemic era in Matobo district primary schools.

The study intended to expose the teaching strategies adopted in the COVID-19 pandemic era in Matobo district primary schools. The study established that the teachers had adopted blended learning as the best method for teaching and learning during the COVID 19 pandemic. The study further established that teachers use online platforms to send and receive teaching and learning materials.

How COVID-19 has changed instructional delivery methods in Matobo district primary schools

The study aimed to expose how COVID-19 had changed instructional delivery methods in Matobo district primary schools. The study concluded that COVID 19 had changed methods of instruction from the traditional forms to the online instructions that mainly use the internet and the social media platforms.

Challenges faced by the primary schools in implementing the new teaching strategies under the COVID-19 pandemic in Matobo district primary schools

The study intended at identifying challenges faced in implementing the new teaching strategies in Matobo district primary schools due to the COVID 19 pandemic. The study concluded that the shift to use of online platforms in teaching instruction delivery has been faced with challenges that ranged from technophobia by teachers and parents, lack of smartphones and internet gadgets, lack of connectivity, expensive bundles and lack of constant power supplies.

How educational stakeholders can assist in the implementation of the new teaching strategies in Matobo district primary schools

The study wished to enlighten on how educational stakeholders could assist in implementation new teaching strategies in Matobo district primary schools. The study exposed that the ministry of primary and secondary education, the government and non-governmental organizations can assist provision of the vital resources for online teaching and learning, since both the teachers and parents need to be assisted to be online capable for the teaching and learning process to be effective.

5.4 Recommendations

The recommendations of the study were derived from the conclusions of the study. The study recommends that;

- ECD centers be provided with all vital resources for online learning before the schools adopt the strategy in the COVID 19 era, otherwise the learners will be short changed.
- The government should ensure that the supply of the online resource is its sole responsibility because schools especially in the remote and rural areas do not have the capacity to fund the project
- Old teachers and old parents in the rural areas need to be enlightened on the use of online platforms if they can also be effective in assisting learners through the use of online facilities.
- The study further recommends that the study be carried out using a larger sample and a quantitative approach so that results can be compared with the current study.

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