

**BLENDED TEACHING AND WORKLOAD MANAGEMENT IN PRIMARY SCHOOLS
KALAGALA SUBCOUNTY LUWERO DISTRICT UGANDA**

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DECLARATION

I hereby declare that this THESIS is my original work and it has never been submitted to any university or institution of higher learning for an academic award.

Signature:

Date:

KIYIMBA ABDULHAMID

APROVAL

This is to certify that this study was written by KIYIMBA ABDULHAMID under my supervision and it has been submitted with my approval in partial fulfilment of the requirements for the award of Master’s Degree of Education in Educational Management and Administration of Kampala International University.

Signature:

Date:

DR. GANATUSANGA HAROON SINAN

DEDICATION

I dedicate this work to my beloved parents, sisters, brothers, friends and my family

ACKNOWLEDGEMENT

I sincerely thank the almighty God for the strength and countless blessings granted to be able to start and finish this research work.

Special thanks go to my supervisor Dr.Ganatusanga Haroon Sinan whose valuable commitment in guiding me through the research process made this work a success. I am also indebted to all my family members for the positive encouragement towards the success of this study.

My appreciations go to all my lecturers and friends who have been since the beginning of this journey till the end praying the Almighty to keep them for me always.

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LIST OF ABBREVIATIONS AND ACRONYMS

UBE	Universal Basic Education
EFA	Education for All
UNESCO	United Nations Education Scientific and Cultural Organization
PPMC	Person's Product Moment Correlation
SPSS	Statistical Packages for Social Sciences
SD	Standard Deviation
NCTE	National Council of Teacher Education

ABSTRACT

The purpose of this study was to examine the effectiveness of Blended learning and workload management in Primary schools of Kalagala Sub county, the objectives were to examine the levels of blended learning on work lard management in primary schools of Kalagala sub county, to find out the nature work lord management in primary schools Kalagala sub county and to examine the relationship between Blended learning and work lord management in Primary schools Kalagala sub county The study was guided by Guillickman 2020 model of blended learning in Primary schools. The study adopted an exploratory research design. The target population was 553 respondents in secondary schools; composed of 65 head teachers, 65 deputy head teachers, 65 directors and 310 classroom teachers. The researcher took a sample size of 30% of target population in consideration adequate from researcher duration. Data was collected using questionnaires for teachers and interview schedule for principals. Prior to the actual data collection procedures, a piloting study was also conducted in 10% of the target population to test the reliability and validity of the instruments. The research methodology used was mixed methodology Quantitative data was analyzed using Pearson Correlation Coefficient with the help of SPSS computer programme. Qualitative data was analyzed using descriptive statistics such as frequency, counts and percentages and presented thematically in line with the objectives. The study found out that Blended learning programs in Kalagala sub county primary schools is moderate as also respondents also did not agree that nature of work lord management depends on teachers' availability but not distributed eqaly. It also found out that the teachers are not well vest with computer knowledge which makes online learning difficult in Kalagala Sub county Primary schools. Also found moderate response that very few lessons teachers' miss during face to face learning. The study recommended that important for supervisors to make sure that all schools create work lord management programs that will help schools to crate ways for teachers to improve on their individual teacher training blended teaching and learning in Primary schools more especially Kalagala sub county.

CHAPTER ON

INTRODUCTION

1.0 Introduction

This chapter serves as a general overview of the study. It includes the background of the study, which includes historical perspective, conceptual perspective, and contextual perspective. It also presents the research problem, the purpose, the objectives, the research questions, and the hypothesis, the scope of the study, which includes geographical scope, content scope, theoretical scope, and time scope, and the significance of the study.

1.1 Background of the Study

Blended teaching and learning, as a term, arose at the time when educational systems were navigating entry into the online world. Thus, most early thinking about blended learning was focused on figuring out how to mix or blend learning that happens online with learning that happens on campus.

In light of the rising concerns about the spread of COVID-19 in Uganda and calls to contain the Corona Virus, a growing number of educational institutions have shut down in regards to face-to-face classes globally. The Corona virus has revealed emerging vulnerabilities in education systems around the world. It is now clear that society needs flexible and resilient education systems as learners face unpredictable futures.

Many schools have remained closed for normal learning and parents remain demanding for education of their learners many teachers and also the ministry of education remain emphasizing remote learning and also putting some plans to encourage online education to keep learners busy and also be able to cover the needed curriculum.

Since the schools remain difficult to accommodate learners the solution was to teach them from where ever they are which is known as blended learning this study comes as a solution to that since it will investigate the effect of blended learning on workload management in primary schools of Kalagala sub county Luwero district Uganda.

In this sense, blended learning offered learners and teachers a new kind of flexibility. Learning and teaching, and all the communication between learners and teachers, were no longer constrained to a physical location or dependent on face-to-face contact only. In a very short period of time, all courses in many primary schools in Uganda especially Kalagala Sub County had an online presence through learning management system) and the electronic course profile). Through the COVID-19 pandemic, many approaches to blended learning shifted to predominately online with limited face-to-face options.

But the problem remain the quality and the quantity of knowledge learners should get since some or most of instructions is not done in the school environment where workload management is managed well. This study comes to investigate the workload management on blended learning and teaching in primary schools of Kalagala Sub county Uganda.

1.1.1 Historical Perspective

Blended Learning Program was developed by the Fri- day Institute for Educational Innovation at North Carolina State University in partnership with The Learning Accelerator and the North Carolina Principals and Assistant Principals' Association (NCPAPA) in early 60s. It builds on the idea that principals need access to high quality training and that this need is particularly pronounced in the transition to blended learning (Friesen, 2012).

Head teachers of primary schools should make a variety of decisions to support such efforts in their schools related to device selection, changes in curriculum, budget, and professional development for teachers and also workload management. They must have a clear, articulate vision guiding each of these decisions. However, too often principals are told to integrate devices or technology without training or time to plan. This study seeks to address that gap, ultimately driving towards a shared vision and plan for implementation of blended learning on workload management at the primary school level

At its core the blended learning is a capacity building program. The Friday Institute for Educational Innovation partners with school districts, regional education service centers, state education agencies, and other educational or generations. The partner organizations identify facilitators to attend an intensive training face to face at the Friday Institute, get access to the

workload management, curriculum, and receive ongoing support virtually in order to lead the face to face and online activities with their local principal groups.

As teachers engage in strategically designed, job embedded activities in the Leadership Blended Learning program, they build their capacity as school leaders to: Develop a shared vision for the attributes of a next generation school. Develop and implement a plan for transforming the teaching and learning system by instituting structures for the highest quality personalized, competency-based instruction for every learner's needs.

Friesen, 2012 insist that to create a collaborative school culture of academic excellence that fosters teacher and student intrinsic motivation, responsibility for learning, and leadership. Lead an engaging, application and problem-based learning environment that supports creativity, critical thinking, and problem solving. Develop teachers' capacity for making optimum use of technologies, digital resources, and data systems to create personalized, competency based, flexible learning environments where all students succeed in meeting rigorous academic standards.

Build community support for new approaches to teaching and learning and fully access external expertise and resources in the private sector. Use proven approaches for leading and managing the necessary changes specific to this work

The blended learning curriculum is implemented with a cohort of teachers over the course of a school year. The curriculum resources contain detailed guidance for the facilitators, who lead the program; this includes recommendations for adding specific local and state context into the content. While the program is designed primarily for principals, the superintendent, central office support team, and school leadership team of each principal could participate in portions of the program to further strengthen local support for the success of the school initiatives.

The online platform supports interaction across cohorts to encourage collaboration and learning from one another despite geographic differences working as a teacher requires excellent time management skills. Teachers need to balance the long-term goals of the classroom, the immediate educational needs of the students and the large volume of paperwork that comes with every assignment. Between writing lesson plans, grading exams and actually teaching, teachers

often feel that it is impossible to fit everything into the allotted time frame, which makes it hard for school managers to manage the workload that could direct what the teachers should give to learners at a given time.

Although the career path seems to have too much work for the number of hours in a day, it is possible to manage the situation and clear extra time in the classroom and outside of class. With effective time management skills, teachers can increase their productivity and provide a better education for their students through blended learning.

1.1.2 Theoretical perspective

This study was guided by a Rotation model by Graham 2013 in a rotation model, a teacher rotates students between an online and some form of face to face learning in some fixed way. Face to face instruction might be whole class, in a small-group, part of a group project, or on an individual basis. In general, learning takes place in the school building aside from homework).

A classroom that uses station rotation will have a set number of stations where at least one is a face-to-face teacher station and at least one is an online station and students will rotate through all of them. The lab rotation model is one where students rotate from a classroom to a computer lab within the school. A flipped classroom is one in which students engage in learning off-site prior to attending class and the activities and practice take place in the classroom. In a flipped classroom, students are introduced to new content primarily at home or off-site, online.

In an individual rotation model, the teacher sets up a variety of learning activities (at least one is a face-to-face instruction station and at least one is an online learning station) and students are given an individualized “playlist” that dictates to the student where to go. Ideally the playlists are built on student needs and learning preferences.

The only challenge is how to manage the quality and quantity of work given to the learners and at the same time teachers get difficult to be assessed by their superiors since the teaching has been made far away from the classroom environment.

This theory is informing the study in that many teachers who were working during the close of the school in Kalagala sub county majority of them claimed to have been teaching the pupils

individually or online and others on village radios and zoom teaching respectively but when schools were allowed to operate face to face many learners seemed to be far from the expected content or even new nothing.

1.1.3 Conceptual perspective

Researchers have defined blended learning as any instruction that combines classroom learning with online learning (Tucker, 2013). Graham (2006) describes blended learning as models “that combine face-to-face instruction with computer mediated instruction” . Horn and Staker (2011) articulate that “blended learning is any time a student learns at least in part at a supervised brick and mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace”.

This definition reflects the extensive work the Christensen Institute has done related to blended learning. The Friday Institute developed and used the following definition of blended learning in the program: “Blended learning is a personalized learning environment which incorporates digital tools and includes

- (1) Some learning that is online or through digital media;
- (2) Some elements of learner control over time, pace, path and/or place; and
- (3) An integrated learning experience connecting the different modalities

There seems little doubt that both teachers and school leadership provides a critical bridge between most educational reform initiatives and their consequences for learners. Of all the factors that contribute to what students learn at school, present evidence led us to the conclusion that leadership is second in strength only to classroom instruction. Furthermore, effective leadership has the greatest impact in those circumstances in which it is most needed Wahlstrom, 2004).

Recent studies emphasize the many struggles of recruiting and retaining highly effective teachers. Rand Corporation, in the study of principals in the first year across several urban school districts, found that over 20 per cent of principals left within the first two years. This is critical because many schools that lost the qualified teachersl after a year experienced declines in student achievement in the subsequent year (Hamilton, 2012). While working conditions and teacher capacity varied by schools, the study also found that “... the most common challenge was gaining

teacher buy-in for the direction and strategies that the Head teacher wanted to implement workload management principle to improve the school delivery quality and quantity.

This was particularly difficult for Head teachers placed in schools with large numbers of veteran teachers and or in schools where there was not an existing sense of urgency” (Burkhauser et al., 2017,). While understanding the importance of leadership and even the challenges of leading a school in difficult condition where learning and instruction faced with calamities that may hinder learners to attend the classroom in person and on the other hand learning have to go on anyway, many states and districts struggle to identify and provide the support and professional learning opportunities that school heads need to maximize their potential of success.

Primary school Head teachers should also re imagine the teachers’ role so that it is a job that talented leaders want and are equipped to execute successfully” The Rand Corporation (2012) study found that the role must include an emphasis on managing human capital as a critical component to improving student achievement. Additional research on the principal’s role in instructional and educational programs found that time spent on teacher coaching, evaluation, and developing the school’s educational program predict positive achievement gains” (Grissom 2013).

It’s important to note that for proper workload management pre-service and in-service training of teachers and primary school managers and support are essential. Drawing upon several different research efforts, they recommend professional development for principals that is job-embedded; involves coaching; includes a cohort-based approach; and ensures protected time for principal development (NASSP, 2013). Unfortunately, many Primary schools, and other organizations working to improve schools do not have the capacity to develop and implement effective professional learning opportunities for teachers that meet these recommendations.

Traditionally, primary teacher’s collages and other professional development institutions has been comprised of a few days per year when educators are released from their teaching or administrative responsibilities to attend “sit and listen” workshops. While these sessions may increase awareness of changing expectations, they rarely lead to changes in educational practices or improvements in student achievement (Richardson, 2009;).

Though the need for large scale professional development is clear and the managers of blended learning in primary schools needs a well established program, the resources should be available to meet these critical needs which have been declining in many primary schools.

New approaches that embody the Primary schools of effective professional development and are scalable, accessible, and flexible to meet the needs of different educators are required. There is a need for training particularly salient as principals begin leading digital learning initiatives in their schools. This is because the transition to digital and blended learning represents an evolution in the role of principals as well as a shift in the school's organization, teachers' roles, and resource planning.

There is a need for clear evidence on work load of teachers that suggests the importance of a school leadership planning team in navigating this transition that includes the teacher leaders, instructional coaches, librarians, and others(Stavem, 2015)

Teacher work load management must start with setting priorities and organizing the day around the most important tasks. Setting priorities can help keep teachers on track throughout the day, even when the unexpected occurs and the workload can seem overwhelming.

Effective prioritizing is about arranging workload based on both the importance of the tasks as well the resulting impact of the completed tasks. Teachers must be able to assess whether projects can be put on hold if the outcomes are not as impactful as others.

Priorities are not as black and white as “putting math and English first and getting to arts projects if time avails.” This kind of thinking can lead to class burnout—for both teachers and students. Within certain contexts, an impactful art or outdoor activity can be just as stimulating as academic lesson plans.

1.1.4 Contextual perspective

As described above, leaders across all fields have started using blended learning models for training, education, and team management. Not only are more people reporting they learn online, but researchers have found that blended learning improves pedagogy, increases flexibility, and is more cost effective.

Many studies have found that use of blended learning approaches has increased the presence of active learning strategies, expanded the number of peer-to-peer activities, and the use of learner-centered strategies (Graham, 2006). For classroom teachers, blended learning allows learners to engage in learning activities wherever and whenever it is convenient to them. It provides the learner with new ways for interacting with content and allows teachers to more flexibly personalize learning for all students.

This same flexibility allows trainers to redefine adult learning, thus giving the trainers the ability to offer choices in terms of pace and learning modality while still convening the group of learners to engage in more social learning activities offered by a distributed environment, and, at the same time, do not want to sacrifice the social interaction and human touch they are used to in a classroom.

Blended learning models allow educators or organizations to provide on-line content to many learners around the world for a very low marginal cost. Further, by leveraging the online component as the backbone of the learning experience, organizations can provide fewer costly face-to-face learning sessions to more groups. Institutes of Higher Education and private sector companies started adopting blended learning earlier than elementary and secondary schools primarily because of these reasons. While blended learning is being leveraged for students, it has not been widely adopted for teacher and administrator training. However, early evaluations of emerging programs show promise among small groups of educators (Wideman, 2008).

Head teachers are leading the charge towards innovation with their knowledge and behavior, but beyond sharing resources and modeling blended learning at the leadership level, course participants appear to be providing time and space for their teachers to collaborate and learn from each other as well. Many reported sharing a variety of tangible and useful resources with their staff (which they had already observed being implemented), but perhaps more importantly, staff are beginning to explore and share more with each other. Several participants also reported providing opportunities for their teachers to visit their colleagues' classrooms in order to share ideas and gain greater insight into what different aspects of blended learning really look like – for example, teachers observed how others were seamlessly embedding technology, appropriately using digital content, and dynamically setting up the physical aspects of their classroom to facilitate blended learning.

According to Pinell, teachers find it more efficient to break up grading materials into small groups that are graded each day than to work on grading the work of the entire class on the same day. Avoid piling on loads of grading assignments, and try to knock out batches at a time. A small pile each day is easier to manage and allows a teacher to properly evaluate the assignment and offer feedback to students. Teachers can experience a sense of accomplishment from each completed batch.

It is better to plan ahead for potential problems before facing them in the classroom, as urgent crises can distract teachers from their goals within the classroom. Although some problems have limited options, such as natural disasters, teachers can plan around the needs of students. A crisis that relates to student behavior is better to avoid or handle before it reaches the peak to avoid wasting class time. By learning about students before they enter the classroom, teachers can create a plan of action to avoid triggers and stop distractions early

A teacher has many tasks that require attention and often focuses on the needs of students and their parents. Although it is tempting to put more time into grading, feedback and managing student needs, it is also important to set aside personal time to keep the priorities in proper perspective.

Prioritizing time for personal needs is necessary to effectively implement and execute the plans for educating students. When teachers are exhausted due to lack of personal care and time, it is possible that the classroom becomes less effective and efficient. Implementing time-saving plans only works when a teacher is energetic, healthy and refreshed.

Teachers need to take measures to properly manage time for an effective classroom environment. By working through teacher time management strategies, it is possible to keep up with the educational needs of every student, manage urgent situations immediately and avoid falling behind when unexpected events occur. Time management is an important part of providing quality education and meeting the needs of every learner

UNESCO stated in the Education 2030 In cheon Declaration and Framework for Action that countries should: Provide alternative modes of learning and education for children and adolescents who are not in education institutions, and put in place equivalency and bridging

programs, recognized and accredited by the state, to ensure flexible learning in both formal and non-formal settings, including in emergency situations (R. H. Huang et al., 2020).

In Uganda for example with the outbreak of covid 19 all schools were told to remain closed and also learners were instructed to remain learning so that they shouldn't be compromised which caused problem to many parents and teachers to make sure that learning continue even after the closure of schools some used radio, others who can manage online used other means and others used remote teaching where teachers meet the learner where he is and learning continues.

The gap is that many teachers managed to teach and some learners also attended to the staff there is challenges about what to teach, how to teach, the workload management of teachers and pupils, the teaching environment, and the implications for education equity which this study will address

1.2 Statement of problem

Against the outbreak of the COVID-19 in Uganda generally Kalagala sub county especially various policy initiatives were being launched by governments and educational institutions across the world to continue teaching activities so as to contain the virus and also for learners not loose. However, there is ambiguity and disagreement about what to teach, how to teach, the workload of teachers and learners who are far from the school environment, and the implications for education equity. Large-scale, national efforts to utilize technology in support of blended learning, distance education and online learning during the COVID-19 pandemic are emerging and evolving quickly. In Kalagala sub county certain deficiencies such as the weakness of online teaching infrastructure, the inexperience of teachers, the information gap, the complex environment at home, all these affect the workload management. This study investigated the effectiveness of blended learning on workload management in primary schools of Kalagala Sub county Luwero district Uganda.

1.3 Purpose of the study

The study investigated the effectiveness of blended learning on workload management in primary schools of Kalagala Sub county Luwero district Uganda.

1.4 Objectives of the study

The study was guided by the following objective

- i. To investigate the levels of Blended learning on workload management in primary schools of Kalagala Sub county
- ii. To assess the workload management in primary schools of Kalagala Sub county
- iii. To find out the relationship between Blended learning and workload management in primary schools Kalagala Sub County

1.5 Research questions

- i. What are the levels of Blended learning on workload management in primary schools of Kalagala Sub County?
- ii. What is the workload management in primary schools of Kalagala Sub County?
- iii. What is the relationship between Blended learning and workload management in primary schools Kalagala Sub County?

1.6 study hypothesis

There is no significance relationship between blended learning and workload management in primary schools of Kalagala sub county

1.7 Significance of the Study

Students of Education and other researchers who may be interested in further research on the similar theme might refer to this research as a source of reference.

Policy makers, school management committee members (SMC), Parents Teachers Association (PTA) and head teachers might use this research to identify major strategies to enhance the blended learning for purposes of enhancing workload management. Dwelling particularly on strategies that would boost the morale of learners and learning conditions.

It is also hoped that the Kalagala sub county and Luwero District Education officials would benefit from the study through knowing the best and most effective approaches to support teachers and head teachers in primary schools in order to enhance blended learning

1.8 Scope of the Study

This was categorized into geographical, content and time scope.

1.8.1 Geographical scope

The study was conducted in Primary schools in Kalagala sub-county, Luwero District is bordered by Wakiso district

1.8.2 Content Scope

The study was limited to determining the relationship between Blended learning and workload Management Specifically, the study focused on determining: teachers' preparation of pedagogical documents teachers' classroom instruction and management and assessment and evaluation of learners online and face to face learning outside school environment. .

1.8.3 Time Scope

The time scope of the study is between 2000 and 2022 for primary and secondary data while data correction was between March 2022 and August 2022 in the Primary Schools in Kalagala sub-county, Luwero district. The researcher presupposed that this period was good enough to give a picture, on how blended learning in primary schools is conducted and also workload management by teachers and school managers in Kalagala Sub county Luwero district.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focused on theoretical frame work, conceptual frame work as it presents a review of a related literature. It is presented in themes related to objectives of the study.

2.1 Theoretical framework

This study was guided by a Rotation model by Graham 2013 in a rotation model, a teacher rotates students between an online and some form of face to face learning in some fixed way. Face to face instruction might be whole class, in a small-group, part of a group project, or on an individual basis. In general, learning takes place in the school building aside from homework).

A classroom that uses station rotation had a set number of stations where at least one is a face-to-face teacher station and at least one is an online station and students will rotate through all of them. The lab rotation model is one where students rotate from a classroom to a computer lab within the school. A flipped classroom is one in which students engage in learning off-site prior to attending class and the activities and practice take place in the classroom. In a flipped classroom, students are introduced to new content primarily at home or off-site, online.

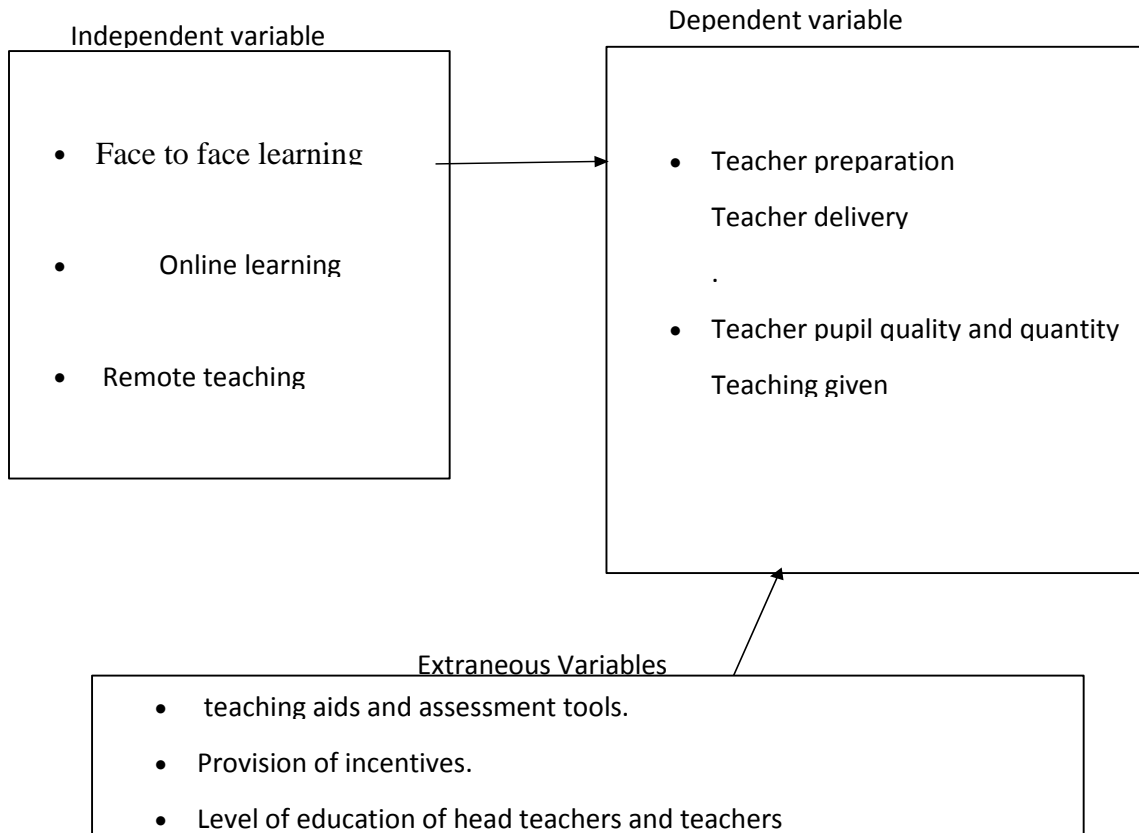
This theory is informing the study in that many teachers who were working during the close of the school in Kalagala sub county majority of them claimed to have been teaching the pupils individually or online and others on village radios and zoom teaching respectively but when schools were allowed to operate face to face many learners seemed to be far from the expected content or even new nothing.

2.2 Conceptual frameworks

The study was guided by Guilickman 2020 model of blended learning programs which was supported by the theoretical justifications put forward (Graham 2013)which prompt teachers to provide various learning activities for pupils outside classroom environment and serve as a vital

component on rotational learning process , on that is of interest to both the schools, teachers and the learners to continue with learning and teaching activities in and outside school environment.

Figure 2.1 showing the conceptual model that was modified by the researcher



Source: Glickman (2020), modified by the researcher (2022)

2.3 Empirical literature

The Concept of blended learning and workload management

Blended learning is defined as any instruction that combines classroom learning with online learning (Tucker, 2013) Describes blended learning as models “that combine face-to-face instruction with computer mediated instruction”

Blended learning means many things to many people, even within our relatively small online learning community. It is referred to as both blended and hybrid learning, with little or no difference in the meaning of the terms among most educators. In general terms, blended learning combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners.

“Blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities. In other words, blended learning should be approached not merely as a temporal construct, but rather as a fundamental redesign of the instructional model with the following characteristics: A shift from lecture- to student-centered instruction in which students become active and,, interactive learners (this shift should apply to the entire course, including face-to-face contact sessions); Increases in interaction between student-instructor, student-student, student-content, and,, student-outside resources;

Integrated formative and summative assessment mechanisms for students and instructor.”, 4 Most importantly, in this view, blended learning represents a shift in instructional strategy. Just as online learning represents a fundamental shift in the delivery and instructional model of distance learning, blended learning offers the possibility to significantly change how teachers and administrators view online learning in the face-to-face setting. “The widespread adoption and availability of digital learning technologies has led to increased levels of integration of computer- mediated instructional elements into the traditional F2F [face to face] learning experience,” write Bonk and Graham, in the Handbook of Blended Learning.

Horn and Staker (2011) articulate that “blended learning is any time a student learns at least in part at a supervised brick and mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace” . This definition reflects the extensive work the Christensen Institute has done related to blended learning.

“Blended learning is a personalized learning environment which incorporates digital tools and includes

- (1) Some learning that is online or through digital media;
- (2) Some elements of learner control over time, pace, path and/or place; and
- (3) an integrated learning experience connecting the different modalities

Literature is met to capture the essence of continued learning during these unprecedented times. Findings reveal that schools worldwide are moving more and more towards online learning or remote Learning also apart from resources, staff readiness, confidence, student accessibility and motivation play important function in remote integrated learning.

The main issues is always what should the learner cover for the given time and what should teacher manage to do on the some program, since the normal school learning require teacher to have clear work load which identifies the number of lessons the teacher should have and all other activities that could help motivate pupils learning, this study become more important since it will investigate the relationship between remote learning and workload management in primary schools.

2.3.1 Face to face learning in Primary schools

When Primary teachers are with their students face-to-face, they sometimes play the traditional role of teacher in front of class, but more often they are creating small and individualized instructional plans to meet the needs, gaps, and interests of their learners. Many schools strive towards an individualized approach, but with face to face learning in primary schools it's a daily reality.

The school maximizes cooperative learning and group decision making through whole class and small group, face to face instruction by making a conscious decision to emphasize the science curriculum in traditional classroom setting. The hands on nature of learning inquiry makes teaching an ideal subject for this type of instruction and most students are learning at their grade level, compared to others where teachers operate at an individual pace. Students that are one or more grade behind in a given subject are required to attend the learning center for tutorial

work at least an additional half day per week in other words many schools encourage coaching and outside class teaching most especially the primary schools of Kalagala Subcounty.

Face-to-face learning and all that it entails has been given the attention of researchers for a while. Experts in the fields of education and technology have studied this topic from various perspectives, such as the differences between e-learning and face-to-face learning the advantages and disadvantages of one over the other students' attitudes towards one form and/or the other, their emotions, whether positive or negative, and their sense of belonging to mention just a few. For example, point out that e-learning is more student-centered, compared to face-to-face learning, which is more teacher-centered, as it does not focus exclusively on instructions and guidelines coming from teachers, but it is individually adjustable to the student.

The main challenge is that many teachers who teach face-to-face learning or even online but outside the school environment is mainly on the quality and quantity of work given to learners and the ways through which the workload is managed and also others that has also been pointed out in relation to the main sources of information, as well as the evaluation and quality of learning. This makes this study important since it will investigate the relationship between blended learning and workload management in primary schools of Kalagala Sub County.

Whereas in face-to-face learning, students are evaluated exclusively by teachers, who represent their main source of information, and the quality of learning is strongly dependent on them, in e-learning, students' evaluations can be carried out using tools, they can access information from various documents uploaded onto the platforms, and the quality of learning is strongly dependent on both the teachers' level of digital training and their teaching style.

Connection to above however, this does not mean that face to face learning under school environment does not have its shortcomings, such as inequities in accessing technology or learning computer skills, or even a lack of physical space for this teaching/learning process, the Internet, and various devices are also needed in face to face programs of learning that not all potential beneficiaries can access. students' experience of quality learning is not only related to the teachers' skills and abilities to capture attention during the learning process but also to their own training, characteristics, and digital skills and also the way the work load is managed, physical space should foster involvement in interpersonal relationships, thus encouraging

didactic communication. In addition, some studies show that e-learning does not have the same impact as face-to-face learning.

It seems that online students may lose their focus and miss deadlines for different tasks. Over time, both teachers and students may experience various negative effects from e-learning, such as sight problems (due to long periods in front of the screen) or back pain, and, at the same time, they may feel the lack of activities in open spaces.

The backdrop of the COVID-19 outbreak, the congestion of schools and learners personnel security, various policy initiatives are being launched by governments and educational institutions across the world to continue teaching activities so as to contain the virus. However, there is ambiguity and disagreement about what to teach, how to teach, the workload of teachers and students, the teaching environment, and the implications for education equity (Zhang Wang, 2020).

Large scale, national efforts to utilize technology in support of remote learning, distance education during the COVID-19 pandemic and other many calamities are emerging and evolving quickly. certain deficiencies such as the weakness of online teaching infrastructure, the inexperience of teachers, the information gap, the complex environment at home, and so forth (Murgatroid, 2020).

However, despite certain limitations, current situation demands action so that the education of the students is not affected in any way. For example, In China initiated a Suspending Classes without Stopping Learning policy to see that learning was not compromised at any time during the resent COVID-19 pandemic lockdown (Zhang et al., 2020).

2.3.2 Online learning in Primary schools

In the past decade online learning has become an increasingly important component of education worldwide. The growth of online education has been driven primarily by state-led online programs such as the Florida Virtual School, Michigan Virtual School, Idaho Digital Learning Academy, and Virtual Virgini and full-time online schools (such as the charter and contract schools affiliated with primary school learning program., Connections Academy, and Insight Schools) that were started specifically to provide online learning opportunities at a distance.

In some cases, online programs evolved from traditional distance learning programs and represent the latest evolution in distance learning, from the days of the correspondence course, to video courses and real-time two-way video, and now to more convenient and efficient online delivery. The advantage to online learning over these other channels is its combination of rich student-teacher-peer communication and interaction, either synchronous or asynchronous, and robust personalized teaching within instructor-led courses.

During the same period, teachers in physical schools have increased their use of Internet-based content and resources in their classrooms. This evolution has often been driven by a small number of tech-savvy teachers and technology coordinators seeking new ways to provide enriching content and to extend learning beyond the walls of the school and the confines of the school day. These efforts are usually not a formal stand-alone program or school, and often build on the computer- based instructional materials that pre-date widespread adoption of the Internet.

However, the spread of the Internet has greatly increased the quality of digital classroom resources and has spurred the creation of district-level programs that blend online learning and face-to-face instruction. In recent years many of these programs have been incorporating online content from providers such as Apex Learning and the Monterey Institute for Technology and Education.

Because fully online distance learning programs developed in a different place and with different methods than the use of Internet resources in physical schools, the blending of online programs and the classroom setting has been relatively slow to develop in Primary education. However, emerging models in other countries, such as Singapore and Australia, as well as in higher education, suggest that a large part of the future of education will involve providing content, resources, and instruction both digitally and face-to-face in the same classroom.

This blended approach combines the best elements of online and face-to-face learning. It is likely to emerge as the predominant model of the future and to become far more common than either one alone. Fully online schools meet an important and growing demand for courses and programs otherwise not available, and the growth and popularity of such programs show no signs of slowing. Though online learning programs will continue to grow, it seems likely that the percentage of the teachers who fulfill the need of learners online as workload management.

The most important challenge for the global education system in the last century was posed at the end of 2019 by the outbreak of the new corona virus pandemic. No less than 1.6 billion people involved in the education system in over 190 countries and covering all continents of the world have suffered from the closure of schools, the entire shutdown process happening by May 2020. The main ally to protect all those involved in the education system also offering the possibility of an alternative didactic process turned out to be technology. It was the answer coming from some generalized and dominant public policies that wanted to be resilient and ready to offer an alternative to face-to-face learning.

As such, the Internet became the main tool used during the COVID-19 pandemic, e-learning has turned into an important alternative for reforming the entire traditional education system. Both teachers and students have had to change their behaviors, their teaching/learning style, assessment methods, and so forth. This reform has brought about several benefits, but has caused tensions and frustrations among both the beneficiaries of the teaching act and the educational actors. E-learning has shown that it is necessary to model the behaviors of all parties involved. In order to streamline the educational process, especially the one carried out in the university environment, creative and constructive interventions are required. These would solve specific problems and could lead to ensuring the sustainability of education in primary schools.

At this point, some questions arise. If we managed to replace face-to-face learning with e-learning in a short period of time, will things return to normal at a certain moment or not? Have the benefits of e-learning been identified that will lead to innovation in education? What are the disadvantages of this form of education compared to the face-to-face one? Although e-learning has become a topic of discussion in the late 1990s, only now, during the 2020 pandemic, it seems that the world has focused almost entirely on e-learning for a longer or shorter period of time, adapting and re-adapting to the new reality. More and more studies have begun to emerge in this field of research, as it has become increasingly exploratory and fertile for worldwide researchers. The preference for and/or the necessity of e-learning has brought into question the dichotomy between this form of education and the face-to-face one. The first is defined by the specialized literature as “those specific teaching activities and information transfer mediated by electronic and digital platforms facilitated by the Internet”

E-learning is part of a broader concept, namely distance education Face-to-face learning, on the other hand, is “an instructional method where course content and learning material are taught in person to a group of students”, and is considered to be the most traditional type of learning instruction initiatives are being launched by governments and tertiary institutions across the world to continue teaching activities so as to contain the virus.

However, there is ambiguity and disagreement about what to teach, how to teach, the workload of teachers and students, the teaching environment, and the implications for education equity (Wang, 2020). Large-scale, national efforts to utilize technology in support of remote learning, distance education and online learning during the COVID-19 pandemic are emerging and evolving quickly. Literature highlights certain deficiencies such as the weakness of online teaching infrastructure, the inexperience of teachers, the information gap, the complex environment at home, and so forth (Murgatroid, 2020).

However, despite certain limitations, current situation demands action so that the education of the students is not affected in any way. For example, China initiated a Suspending Classes Without Stopping Learning policy to see that learning was not compromised at any time during COVID-19 pandemic lockdown and when some student are at home or when the facility is not capable to accommodate all learners in one place (Zhang et al., 2020). This is one of the many policies China put in place to see that student learning was least affected during national lockdowns and school closures.

To tackle the problems, Wang, (2020) suggest that governments and education providers need to further promote the construction of the educational information, considering equipping teachers and students with standardized home-based teaching and learning equipment, conduct online teacher training and support academic research into online education, especially education to help students with online learning difficulties.

According to a UNESCO Report by the end of 2019, Coronavirus (COVID-19) started rapidly spreading worldwide, causing the death of over 3000 people. Subsequently, several countries started initiating relevant strategies to contain this virus, including school closures. Subsequently, as of 12th March forty six countries in five different continents announced school and university closures to contain the spread of COVID-19 (R. H. Huang et al., 2020).

As time moved on 500 million children and youth are still threatened with not attending their schools and universities due to national lock downs and even when the lock down was removed, many students remain home especially those who were sending very far from home as a result online learning becomes crucial for learners especially in primary schools since the mothers feel not good to send them to schools that are very far from home. International organizations started paying particular attention to the document Education Response in Crises and Emergencies. UNESCO stated in the Education.

2.3.3 Remote teaching and learning in primary schools

Most educators, parents, and policymakers think of “online learning” as a subset of distance learning (where the students and teacher are geographically separate), in which content delivery and communication are achieved primarily through the use of computers connected by the Internet. However, remote learning can be either distance learning or blended learning, with both supported by a new, robust instructional approach that takes advantage of the best elements of both settings.

The advent of learning that combines online and face-to-face delivery is not merely a theory it is already being developed and implemented by schools throughout the country and the world, and in some cases has been underway for several years. While some schools call this method of teaching “blended,” others call it “hybrid,” and others don’t bother naming it they’re just implementing an approach that they believe is helping their students like teaching them whenever they are and even is the student is alone or groups which is called remote learning, in some primary schools especially Kalagala sub county its known as couching or extra teaching.

The students accustomed to face-to-face learning and who subsequently enrolled in an online platform have developed high levels of negative emotions, such as fear, anger, or helplessness. On the other hand, some studies show the students’ preferences for e-learning, especially those of introverts, who may feel shy and lack confidence, of those who have learning challenges, of those who find public speaking a burden, as well as of those who are reluctant to speak in class as a results some parents look for individual teachers to teach their children individually and on remote. It seems that some communities of e-learning students develop feelings of belonging and connections with other colleagues, which could gradually become a resource for knowledge

and for the development of various fields of study. Thus, despite the fact that the presence of students on online platforms can be quite difficult to perceive, the sense of belonging of the communities studying in online education is an important factor in the learning process.

Moreover, the researchers at the University of Jordan have conducted a study using an analysis grid called the Technology Acceptance Model, focusing on the perception of e-learning integration and implementation. They have shown that the e-learning experience was useful and easy to use, the subjects indicating that they understood the information and that their navigation effort was minimal. Among the main important functions of the platforms used by the subjects, the forums are the most preferred because they allow communication between students and teachers in an asynchronous way. Another preferred function is the chats, as these allow real-time exchanges of messages and content between users.

During the past year, the researchers have focused their attention on the pandemic and its effects on education, the teaching process, and its participants. Some studies refer to the current situation in education as “emergency remote teaching”. It is described as an interchangeable and interim option between face-to-face and e-learning caused by natural disasters or situations that require distancing. It is meant to exclusively provide a temporary solution that does not fully benefit from institutional support and in which students have no choice. However, emergency remote teaching does not seem to appropriately describe the situation of most universities in the world. E-learning, instead, is more appropriate, due to its particular features; it uses the dedicated platforms of universities, the professors are trained, the assessments follow a certain pattern, and the pedagogical activities adapt to this form of education.

With the mass transition to remote education in Primary schools, many studies have looked at the concept of remote learning. A large-scale study involving no less than 424 universities around the world affected by the pandemic, shows that for areas and sub-domains, such as research, exchanges of experience between universities, scientific conferences, and, of course, the education process, there is a single solution, namely the adaptation of the whole process to the online environment. Seven important aspects have been identified that underlie the process of e-learning and that play an important role in optimizing it in special circumstances, such as the one created by the COVID-19 pandemic. These aspects involve the following:

1. The management and development of the Internet infrastructure to avoid disconnections
2. The use of familiar and friendly tools that help students understand and assimilate information
3. The provision of reliable and interactive electronic resources
4. The use of social networks to create communities for students so that the degree of isolation is as low as possible
5. The use of various interactive methods, such as debates or discovery-based learning
6. The provision of services to help students and teachers learn about the latest policies announced by the university and the authorities
7. The encouragement of collaboration between institutions

The abundant development of this field of study has been generated by the reality of the health crisis. Within this crisis context, it seems that remote learning has more of a role in protecting the health of those engaged in the educational process. It also involves the development of opportunities and alternatives to be explored in higher education despite the studies pointing out the benefits of the “rediscovered” remote learning, several studies show that there are many disadvantages to this form of education.

The pandemic education system is under unprecedented stress and is facing real risks. Limiting social interaction produces and maintains negative emotions, reducing well-being at large. In a report, the Organization for Economic Co-operation and Development draws attention to the emotional health of students in its efforts to promote remote learning. Technology can ultimately be a tool, but it cannot replace face-to-face interactions. In face-to-face learning, both teachers and students could use different intonations, facial expressions, body language expressions, and other elements to transmit all kinds of emotions or feedback. Obviously, through different platforms, such as Zoom, Webex, or Google Meet, these types of interactions are limited and produce different forms of alienation.

Thus, it has been observed that both teachers and students initially felt emotions such as anxiety or even panic when they had to use online platforms. That the people involved in the teaching process who were not prepared with various digital skills before the onset of the COVID-19 pandemic but had to move their activities online, had difficulty creating and developing the teaching/learning process. Another study highlights that these digital skills needed during the

pandemic cannot be acquired quickly considering all this, it can be said that the process to adapt to remote learning has a rather tortuous one.

Not many studies have been carried out on the advantages and disadvantages of remote learning seen from the perspective of the beneficiaries of this process, that is, the students. Nevertheless, the above-mentioned studies have included questions trying to capture the advantages and disadvantages of this form of education. Thus, in the study “Sustainability Analysis of the remote Learning Education System it has focused only to a small extent on university education, the following positive aspects of remote education were identified among teachers: the ease of teaching online, the flexibility of the work schedule, the adaptability to broad learning styles, the variety of tools available at hand, and the ease in monitoring and documenting teaching activities. The surveyed students and parents consider the main advantages of the remote learning system the flexibility of working time, the comfort of working from home, as well as the variety of documentation sources. On the other hand, teachers consider that the biggest disadvantage of the online education system is the need to adapt the courses to the new teaching conditions, followed by the student assessment system, as well as students’ low efficiency in the accumulation of new knowledge. Students’ main dissatisfaction, in turn, is the lack of student/teacher interactions, the lack of socialization with colleagues, and the lower level of teaching quality.

2.4 Workload management in primary schools

The combination of a fully online curriculum, provided by Apex Learning, with instruction in the face-to-face setting has given teachers the flexibility to work with students one-on-one. There is no social stigma associated with credit recovery because students are engaged in a highly customized, personalized learning environment where they take ownership of their learning. Students are responsible for their pace within the parameters of an agreed course completion date with the respective teacher, and are required to have three courses on their schedule at all times.

The instructional approach focuses on student production and performance rather than being based on teacher-driven pace and content. Students off grade do not have to deal with comparisons and are allowed to work at their own pace, giving teachers time to address

individual questions. The Virtual High School “took a distance learning tool digital curriculum and made it the primary delivery system of curricula in the brick-and-mortar institution,” says Principal Scott Hornblower. “It took the risk out of a risk.

Because students work on computers to access all of their content, they are developing better computer skills and a greater comfort level with technology than many traditional students. They are going on to post-secondary courses, or into the workplace, better skilled with computers and technology.” At the same time, the physical setting and face- to-face instruction provides the support structure that many of these students need.

As mentioned above, there is no known perspective of the beneficiaries of the training process, namely of the students, on the advantages and disadvantages of e-learning vs. face-to-face learning. An analysis of how they perceive these changes during the pandemic is necessary and useful to ensure the sustainability of the educational act. The present study aims to fill in this gap and focuses on the students and their perspectives. It carries out sociological research on a sample of students from the Politehnica University of Timisoara, an institution that has been, since 1998, a department dedicated to distance learning based on Moodle, the so-called “Virtual Campus”.

This e-learning platform facilitated the transition to online teaching during the COVID-19 pandemic and was used to continue the educational process for all undergraduate, graduate, and post-graduate programs. Through this platform, which has been constantly developed and updated to new technologies, and thanks to the previous experiences of teachers with the virtual educational environment, this transition to online education has been easier compared to those universities that have not worked with such tools before, and that adopted, in this crisis situation, an emergency education strategy.

The present study highlights the teaching staff’ preferred form of learning gains and their opinions on the advantages and disadvantages of the forms of learning and the ways such teachers effort should be recognized. And to be of great value to the staff as they are in constant touch with the students and will be able to better understand their behaviour and address online management issues amicably. In a similar vein, it will also present important information to Education authorities about the benefits of ICT integrated learning enabling them to include

them as pedagogical reforms in education. In particular, they may have to revisit their curriculum so that ICT knowledge is included in their text at primary and secondary levels. This adaptation would better prepare the students for ICT integrated pedagogy at primary institutions. Platforms such as Google Meet, where users engage and interact to learn new skills, while learners can learn in an array of settings, the term refers to the more preferred and accurate alternative to the traditional classroom (Stadler-Altman, 2015)

This study comes to address such challenges for example many teacher especially who are paid per lesson they teach get challenges to teach on line or even remote teaching since they can be challenged with the management of the heavy of work like confirming how many lessons covered in a certain period of time.

This study will analyze the effectiveness of blended teaching on workload management in primary schools Kalagala subcounty Luwero district. Regardless of the exact definition of blended learning, a growing number of online schools and programs are combining online teaching and face-to-face instruction in some way. The blending may be at the course level, combining both online and non-online instruction within one subject. The blending may be at the institutional level, for example online schools gathering their students on a regular, scheduled basis, with the teacher physically present or remaining at a distance. Finally, some students are taking one or more fully online courses and attending a traditional classroom for one or more face-to-face courses, another type of blended model.

This approach always leave many teachers effort not calculated for because some experience show that teaching online is more difficult than face to and therefore the workload of those teaching online should be man ged differently and the vice versa which makes this study more important since it will come out with the solutions of workload management in such a situations.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter dwells on methodology the research design, location of study, targeted population, sample sizes, sampling techniques and procedures, instruments for data collection, validity and reliability of data collection tools, procedure for data collection, data analysis and the ethical considerations.

3.1 Research Methodology

The study used mixed methodology which utilized both the qualitative and quantitative methodology. The quantitative data was collected using questionnaires while qualitative data was collected using interview guides. Kothari (2005) asserts that mixed methodology comes in handy when a researcher wants to corroborate the results obtained from other methods.

3.2 Research Design

An exploratory research design found to be most appropriate to unveil the salient intricacies associated with blended learning especially in wake of COVID-19, the worldwide lockdown and workload management. Exploratory studies are a valuable means of asking questions to establish baseline information that could be later used as a launch pad for further research. Although qualitative research has long been of interest in the field of psychology, meta-analyses of qualitative literatures also known as meta-syntheses is quite common amongst researchers.

A qualitative meta-analysis commonly known as meta-synthesis allows for systematic review of qualitative studies in a way that is more interpretive than aggregative. Meta-analysts are encouraged to consider the methodological integrity of their studies in relation to central research processes, including identifying set of primary research studies and transforming primary findings into categories or themes in an organized manner (Levitt, 2018). Likewise, this process uses rigorous quantitative methods to synthesize existing qualitative studies to construct greater meaning through an interpretative process

3.3 Target Population

The target population for this study was 553. This is because according to Mugenda and Mugenda (2003), target population is an entire group of individuals, events or objects having common characteristics. This consisted of 56 Head teachers, 56 deputy head teachers, 56 directors of studies 310 teachers 75 subject coordinators as indicated in Table 3.1:

Table 3.1: Target Population

Categories	Target Population
Head teachers	56
Deputy head teacher	56
Director of studies	56
Teachers	310
subject coordinators	75
Total	553

Source: Kalagala sub county education office 2022

3.5 Sample Procedures and Sample Size

The study was sample all the Primary schools in Kalagala sub county Luwelo district these include Head teachers, deputies, director of studies, teachers and S3 students as shown in Table 3.2:

Table 3.2: Sampling Grid

Categories	Target Population	Sample Size	Sampling Technique
Head teachers	65	65	Purposive sampling
Deputy heads	65	53	random sampling
Director of studies	56	45	purposive sampling
Teacher	310	192	Simple random
s/coordinators	75	59	random sampling
Total	553	419	

Source: Researcher 2022

3.6 Research Instruments

These included questionnaires for teachers, interview guide for head teachers and deputies. The researcher also used documentary analysis guide.

3.7 Piloting Research Instruments

The piloting was conducted amongst respondents from different secondary schools that were not used the study since according to Kothari (2005), pilot sample should constitute 10% of the study sample.

Piloting helped to pre-test the research instruments in order to validate and ascertain their reliability.

3.7.1 Validity of the Instruments

The validity of research instruments was measured against construct and content of the instruments. In this regard, instruments validity was measured through consultation with experts and professionals in the department. This was achieved by going through the questionnaires, interview schedule and guides one at a time and comparing the items with the research objectives.

3.7.2 Reliability of the Instruments

In this particular study, the researcher tested reliability of the research instruments by applying test-retest procedure. The instrument was administered to selected secondary schools with similar characteristics to the target population. The two sets of data were then correlated using the Pearson Product Moment Correlation Coefficient (r) formula.. The researcher intended to analyze the instruments for suitability of test items in order to single out any ambiguity or non-clear areas

3.8 Data Collection Procedures

Necessary permits and authorization letters were obtained after which the research booked appointments with Primary schools authorities to administer questionnaires and conduct interviews. The duly filled questionnaires were collected and safely stored. The interviews were conducted in person to collect qualitative data at time convenient for the interviewees

3.9 Data Analysis Procedures

Data analysis entails the reduction of the consolidated information to a size that is manageable, development of summary, search for pattern and application of the statistics technique (Best &

Kahn, 2006). The relevant information was broken into phrases which reflected a specific thought. The responses to the close-ended items were assigned codes and labels. Frequencies of the responses from participants were obtained. Qualitative data was analyzed thematically along the objectives and presented in narrative forms whereas the quantitative data was analyzed using descriptive statistics such as frequencies and percentages and inferentially using Linear Regression Analysis with the help of SPSS.

3.10 Ethical Considerations

The study took into account ethical issues that protect the rights of the individuals involved in the research. Consequently, this hope to be achieved through informed consent, confidentiality, anonymity, and respect for privacy, upholding mien and decorum and secure storage of the study information.

The participants were informed of the nature and the procedures of data collection. The researcher requested the respondents to voluntarily and willingly provide information and respect the views of the participants if they refuse to disclose information. Privacy is the ability of an individual or group to seclude themselves, or information about themselves, and thereby express them selectively. The boundaries and content of what is considered private differ among cultures and individuals, but share common themes. When something is private to a person, it usually means that something is inherently special or sensitive to them. This was attained by requesting the respondents informed and non-disclosure forms. They were also informed that they were autonomous and thus were allowed to exercise their autonomy to the fullest extent possible, including the right to privacy and the right to have private information remain confidential.

This helped pertains to the **treatment of information** that an individual has disclosed in a relationship of trust and with the expectation that it would not be divulged to others without permission in ways that are inconsistent with the understanding of the original disclosure. During the informed consent process, if applicable, subjects were informed of the precautions that would be taken to protect the confidentiality of the data and be informed of the parties who may have access.

The respondents' details would not appear anywhere on the data instrument except a code that is understood only by the researcher. This enhanced honesty and openness. Anonymity should be

designed to minimize the need to collect and maintain identifiable information about research subjects.. The researcher hope to employ codes to identify the respondents. The participants will be protected from undue exposure. This will help overcome biased response from participants.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter contains data Presentations and analysis on the Blended learning and load work management in Primary schools of Kalagala Sub county Luwero district. The study was conducted in Primary schools of Kalagala Subcounty Luwero district. Data were collected through questionnaires, observations and documentary reviews from DOS, Subject coordinators, teachers, Head teachers and deputies.

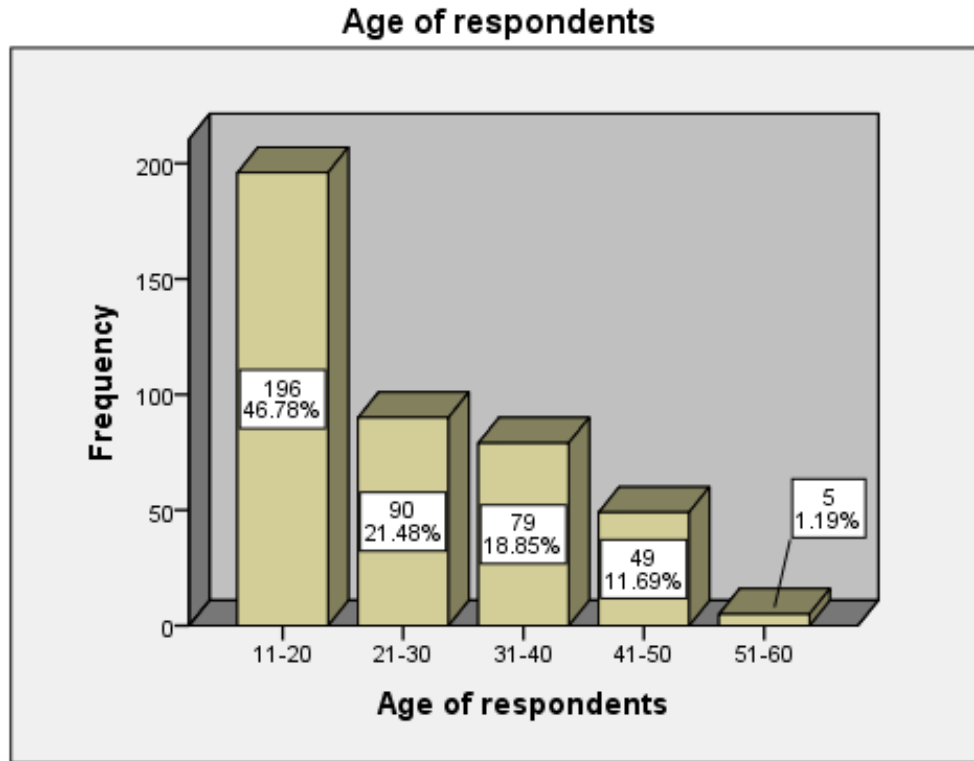
4.1 Characteristics of Respondents

Characteristics of respondents in social science research have a very important role to play in conveying and offering the responses about the problem under investigation, keeping this in mind that, this study included different categories of respondents with different personal characteristics, namely; age, level of education, as well as gender of about 419 respondents as follows:

4.1.1 Characteristics of respondents by Age

The age of the respondents is one of the most crucial feature that one can use in understanding their views on a particular problem under investigation; most of time, the large age implies that, the level of maturity of individuals is enough and more important to examine the response. In this study, the age of respondents presented in the figure below:

Figure 4.1: Age of respondents in Kalagala sub county



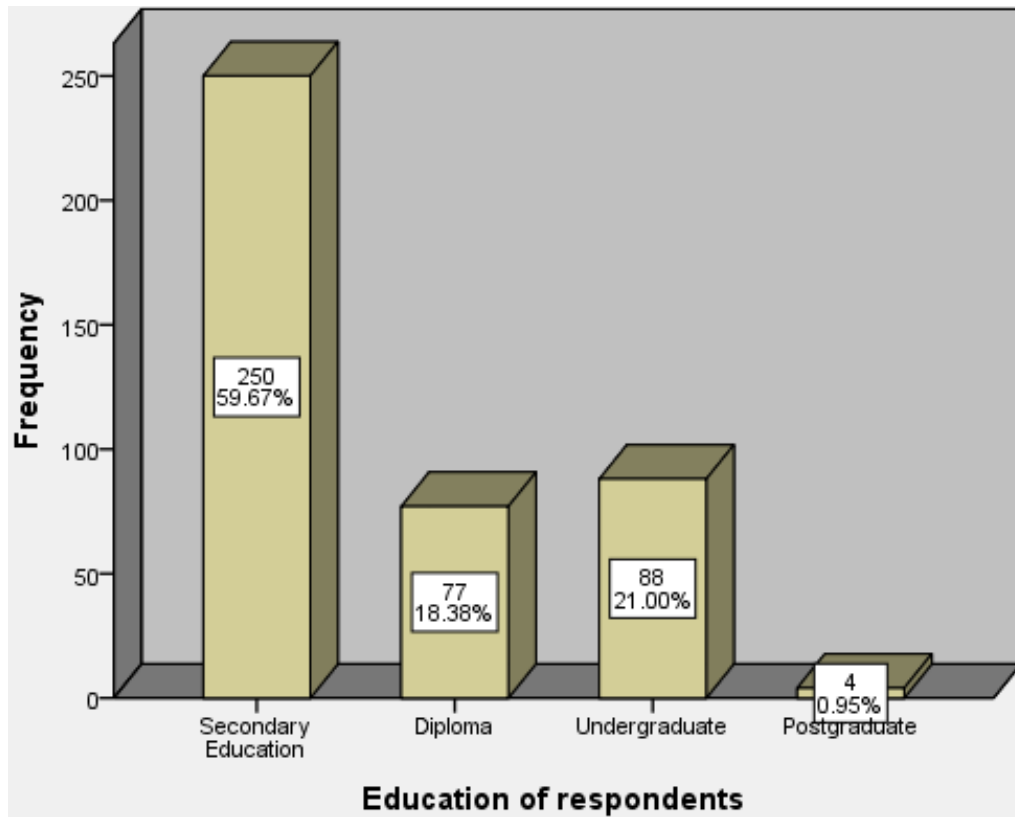
Source: The researcher, 2023

From the figure above, majority of respondents (n=196) which is equivalent to 46.78% were in the age between 11-20 where as other respondents (n=90) which is equivalent to 21.48% were in the age between 21-30. On the other hand, seventy nine respondents (n=79) which is equivalent to 18.85% were between the age 31-40 while forty nine respondents (n=49) which is equivalent to 11.69% were between the age 41-50. The last group of respondents were those between the age 51-60 who comprised of five respondents (n=5) which is equivalent to 1.19%. As far as this study is concerned, majority of respondents who involved in this study seems to be students due to their age range.

4.1.2 Characteristics of respondents by Education

Another important characteristic that might affect the person's attitudes and the way of looking and understanding any particular social phenomena is education. In most of the times, responses of a particular individual are likely to be determined by his educational status and therefore it becomes vital to know the educational background of the respondents. Hence, the researcher investigated the variable 'Educational level' and the data pertaining to education is presented in the figure below:

Figure 4.2: Education respondents



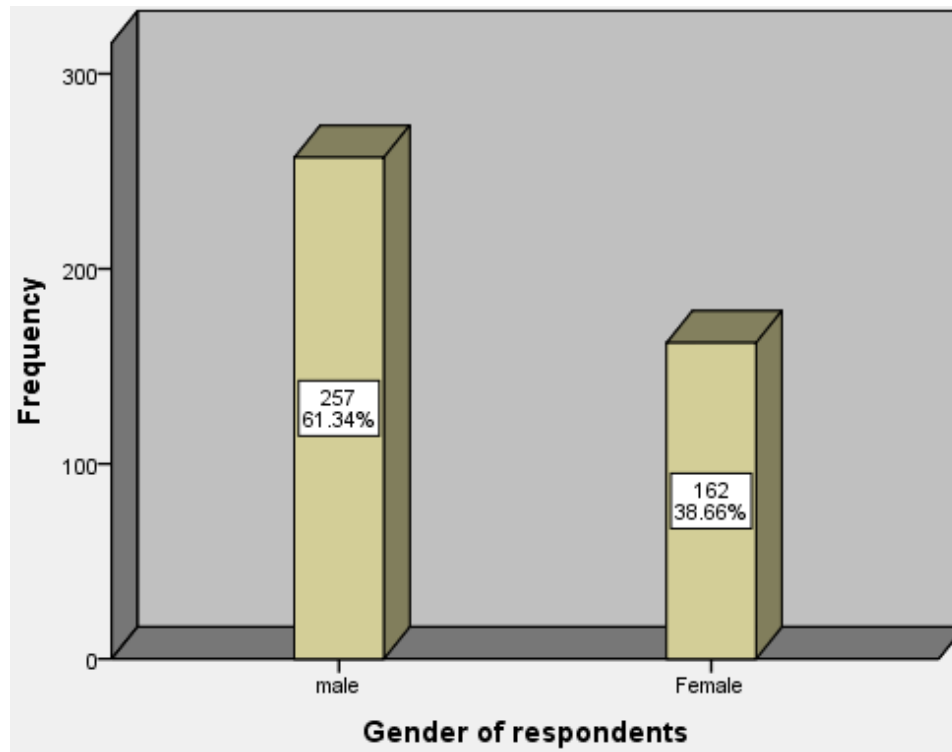
Source: The researcher, 2023

From the figure above, majority of respondents (n=250) which is equivalent to 59.67% possessed education Certificate while seventy seven (n=77) which is equivalent to 18.38% were diploma holders. Eighty eight respondents (n=88) which is equivalent to 21% were undergraduate holders while four respondents (n=4) which is equivalent to 0.95% were postgraduate holders. The findings from this study shows that, majority of respondents (n=250) had educational Certificate.

4.1.3 Characteristics of respondents by Gender

Another important variable which is variably affected by any social or economic phenomenon and globalization, is gender. It was the interest of the researcher to investigate and making cross tabulation of the responses of respondents from different gender about this study. Therefore, composition of gender is as shown in the figure below.

Figure 4.3: Gender of respondents



Source: The researcher, 2023

From the figure above, majority of respondents (n=257) which is equivalent to 61.34% were males, on the other hand, females in this study consisted one hundred and sixty two (n=162) which is equivalent to 38.66%.

4.2. Objective one: To investigate the levels of Blended learning on workload management in primary schools of Kalagala Sub county

Table 4.3: Online teaching in Kalagala Primary Schools

Tick in where it is appropriate for your responses	Observed N	Expected N	Residual
Computer laboratory for staff and pupil?	30	14.0	16.0
Teachers attend Class in-person	6	14.0	-8.0
Staff advised not to work from home?	9	14.0	-5.0
school is well connected with internet?	11	14.0	-3.0
Total	419		

Source: Researcher (2023)

The table 4.5above contains the answers of 419 respondents that include 65 head teachers, 53 deputy head teachers 310 classroom teachers and 59 subject coordinators in Primary Schools of Kalala Sub county. The table shows that 30 of 14 expected respondents if all have taken the same side to mean 53% of asked respondents confirmed that online teaching is mainly deals with few schools in Kalagala Sub county Primary Schools. 11 for 14 expected respondents to mean 60% accept that very little school found with computer labs in Primary Schools through Classroom observation, teacher visitation also confirmed that no any single teacher in Kalagala sub county had a personal computer or even school. Again 9 of 14 expected or 78% answered that in Kalagala Sub county Primary Schools' no internet connections and 6 respondents or 411% argued that teachers most of them don't work at home in Kalagala Sub County Primary Schools.

To sum up, the above table shows that at the first line online learning is very minor and others urge that online learning in Kalagala sub county primary schools is equivalent to none.

Table 4.4: Face to face learning in Kalagala primary schools

Perceptions	Observed N	Expected N	Residual
always the staffroom is full of teachers and learners	10	32.4	-22.4
learners stay at school always	51	32.4	18.6
Requiring regular role call per lesson	45	32.4	12.6
All learners must attend in person in all school activities	42	32.4	9.6
Keeping learners with the same small groups at all times each day	9	32.4	-23.4
teacher(s) staff are assigned to each student group	64	32.4	30.6
learners are asked to come with parents every morning	7	35.0	-27.0
Total	419		

Source: Researcher (2022)

The table 4.11 shows how 228 wants face to face learning. As it is in the above figure there are learners asked to come with parents. 4% consider it as a fault finding tool in education; 51 respondents to mean 22% see assign each student a group. Again respondents that cover 20% learners maintain those groups every day and 42 or 18% see instructional supervision as an important factor for learners. There follow respondents or 40% that perceive it as a smooth school curriculum implementation on face to face. There other 58% that learners stay at school always; but also respondents 43% think all learners must attend in person

4.3 Objective two: To assess the workload management in primary schools of Kalagala Sub county

work load management is the way lessons and other activities are distributed and effected , This was supported by majority of respondents (n=290) where strongly complaining that equal distributions was not there especially during Covid 19 and also on distance learning since majority of teachers don't know yet to use computer..

It further found out that, majority of respondents (n=338) which is equivalent to 83.5% disagreed with the statement that, teachers do well outside the school. This implies that, may be others do not have chance to sit together and write scheme of work and sometimes this was individual work according to the most head teachers interviewed in Kalagala sub county primary schools To prove this the researcher made an investigation to assess number of periods taught by using during face to face hoping that, a teacher who teach face to face is likely to be the one who have prepared an online teaching respectively. Through documentary review the researcher observed workload management in Kalagala sub county primary school on the table below.

Table 4.5: work lord management in Kalagala sub county primary schools

S/N	classes	NOS OF PERIODS/ WEEK	PERIODS TAUGHT/ FACE TO FACE	% OF PERIODS TAUGHT	NO OF TAUGHT ONLINE	% NO OF TAUGHT ONLINE
1	Primary 2	720	601	83	312	43
2	Primary 3	540	329	60	219	40
3	Primary 4	720	571	79	302	41
4	Primary5	720	562	78	325	45
5	Primary 6	540	350	64	206	38

Source: Field Data (2023)

The above table confirms that most of teaching is done face to face and very challenging work lard management online which imply that blended learning in Kalagala sub County primary

schools is still challenging since according to the percentages in the table above only suggest face to face teaching higher than online.

4.3 Objective three: The Relationship between Blended learning and work load management in Primary schools Kalagala Sub County

To test the null hypothesis; There is no relationship between Blended learning And work load management in Primary schools Kalagala Sub county was tested using Pearson Linear Correlation Coefficient at 0.01 level of significance.

Table 4.6: Pearson’s Correlation Coefficient Showing the Relationship Between

Blended learning and work load management in Primary Schools Kalagala Sub County
Correlations

		blended learning	work load management
Blended learning	Pearson Correlation	1	
	Sig. (2-tailed)		.564**
	N	99	99
work load management	Pearson Correlation		1
	Sig. (2-tailed)	.564**	
	N	99	99

**** Correlation is significant at the 0.01 level (2 tailed)**

The results in Table 4.7 above indicate that the relationship supported since a significant relationship is found. The results show a significant positive relationship between Blended learning and work load management in Primary schools Kalagala Sub county (r=0.564, P-value <0.01). The findings show that work load management is determined by the blended learning which is either face to face or online learning

For each of the key informants, 100% of them argued that there is a strong relationship between blended learning and work load management where according to most of the teachers from Kalagala subcounty Primary schools consulted argued that when face to face teaching children

earlier identify the needs on their learning and worked on, identification of the learning placement gets easier hence solving the likely challenges that could come up if solutions were not provided. The key respondents indicated that online learning remain aromatic especially in Kalagala Sub county.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter is a detailed discussion of results in chapter four in an attempt to understand the face to face learning, online learning and work load management in Kalagala sub county Luwero District Primary schools. The chapter also discussed the recommendation and conclusion on the study and later were made

5.1. Discussion of the Study findings

Data was collected from 419 respondents; head teachers, deputies, subject coordinators, director of studies and classroom teachers in Kalagala sub county Uganda. The sample characteristics cover gender and the number of years that the respondents have stayed in the schools. In each case, respondents were asked to provide the researcher with their profile characteristics, using a closed ended questionnaire. Their responses were analyzed using frequencies and percentage distributions.

Findings in table 4.3 show that the male respondents had the highest frequency of 267 with a 61.34 percentage. Female had the lowest frequency of 162 with a 38.4 percentage. This meant that the willingness and vigilance of male respondents to participate in this study was high.

Findings on how long the respondents have been at school, results in table 4.1 show that 145 of the respondents had spent 6-10 years in the schools with a 56.2 percentage. 69 respondents had spent between 1-5 years at the school with a 25.2 percentage. Only 11 respondents spent above 16 years at school and most of these were head teachers and deputy head teachers.

Findings also indicate that the level of education of respondents in the study varies right from those that never attended school to those with masters and above. Those who never attended school were 8 by frequency and 1.2%. Respondents who had diploma were 58 by frequency and 34.0%. Those having degrees qualification were 163 by frequency and 55.3 by percentage whereas those with masters degree and above were 30 by frequency and 9.5 by percentage.

5.1.1 Objective one:: To investigate the levels of Blended learning on workload management in primary schools of Kalagala Sub county

The table 4.5 above contains the answers of 419 respondents that include 65 head teachers, 53 deputy head teachers 310 classroom teachers and 59 subject coordinators in Primary Schools of Kalagala Sub county. The table shows that 30 of 14 expected respondents if all have taken the same side to mean 53% of asked respondents confirmed that online teaching is mainly deals with few schools in Kalagala Sub county Primary Schools. 11 for 14 expected respondents to mean 60% accept that very little school found with computer labs in Primary Schools through Classroom observation, teacher visitation also confirmed that no any single teacher in Kalagala sub county had a personal computer or even school. Again 9 of 14 expected or 78% answered that in Kalagala Sub county Primary Schools' no internet connections and 6 respondents or 41% argued that teachers most of them don't work at home in Kalagala Sub County Primary Schools. To sum up, the above table shows that at the first line onlie learning is very minor and others urge that online learning in Kalagala sub county primary schools is equivalent to none Findings also in table 4.2 imply that levels of training programs in Ngora secondary schools is generally moderate (mean= 2.622; SD=0.997). With moderate levels of training programs in Ngora secondary schools attention is mostly needed to provide the training programs that will help teachers to improve on their career growth in Ngora distinct.

These findings are in correspondence with (Chike-Okoli (2016) who found out that teachers who adopt a relationship-building approach to training programs by focusing on developing the whole person are more likely to help themselves develop positive, socially-appropriate behaviors. The characteristics of effective teacher-face to face are only related to the teacher's personality or whether the learners are available. Instead, the relationships are characterized by specific behaviors, strategies, and fundamental attitudes demonstrated by the teacher in the teaching and learning programs available when learners are in place

Findings also reveal in table 4.11 how 228 wants face to face learning. As it is in the above figure there are learners asked to come with parents. 4% consider it as a fault finding tool in education; 51 respondents to mean 22% see assign each student a group. Again respondents that cover 20% learners maintain those groups every day and 42 or 18% see instructional supervision as an important factor for learners. There follow respondents or 40% that perceive it as a smooth

school curriculum implementation on face to face. There other 58% that learners stay at school always; but also respondents 43% think all learners must attend in person

Chike-Okoli (2006). This approach involves establishing clear learning goals; modeling assertive, equitable, and positive behaviors the most effective teacher do not treat all students the same. This means there availability is important to employ strategies with different types of teachers (Kalule, (2013). Teachers with effective classroom delivery skills are aware of high needs of students and have a repertoire of specific techniques for meeting some of their needs which is not so easy online teaching and learning Chike-Okoli (2016)

5.1.2 Objective two: To assess the workload management in primary schools of Kalagala Sub county

The findings revealed that teachers were supported by majority of respondents (n=290) where strongly complaining that equal distributions was not there especially during Covid 19 and also on distance learning since majority of teachers don't know yet to use computer..

It further found out that, majority of respondents (n=338) which is equivalent to 83.5% disagreed with the statement that, teachers do well outside the school. This implies that, may be others do not have chance to sit together and write scheme of work and sometimes this was individual work according to the most head teachers interviewed in Kalagala sub county primary schools To prove this the researcher made an investigation to assess number of periods taught by using during face to face hoping that, a teacher who teach face to face is likely to be the one who have prepared an online teaching respectively

Kutsyurub, A (2003) in their study compared pedagogical content knowledge of one teacher through the load given by the school is big at elementary school level in Mainland China. They found that the expert teacher knew students' prior learning experience, knew similar topics related to the teaching topic, and could flexibly use both in practice. However, teacher did not possess similar qualities. It was also found that the expert teacher knew students' problems and difficulty well and could make relevant preparation before the lesson and implement them in the class on lesson development for these while the trainee teacher could not do so.

For proper work load management teacher needs to be physically monitored and put in mind the capabilities, interest of the learner, Prepared on the sound psychological knowledge of the learner, provide a new learning experience; systematic but flexible, Sustain the attention of the learner till the end which is not so easy when learners are at home that is why very few lessons captured during online teaching and learning

5.1.3 Objective three: To establish the Relationship between Blended learning and work load management in Primary schools Kalagala Sub County

Findings reveal that in Table 4.7 above indicate that the relationship supported since a significant relationship is found. The results show a significant positive relationship between Blended learning and work load management in Primary schools Kalagala Sub county ($r=0.564$, $P\text{-value} < 0.01$). The findings show that work load management is determined by the blended learning which is either face to face or online learning

For each of the key informants, 100% of them argued that there is a strong relationship between blended learning and work load management where according to most of the teachers from Kalagala subcounty Primary schools consulted argued that when face to face teaching children earlier identify the needs on their learning and worked on, identification of the learning placement gets easier hence solving the likely challenges that could come up if solutions were not provided. The key respondents indicated that online learning remain aromatic especially in Kalagala Sub county.

These findings are in correspondence with Opinmi (2011) who pointed out that in order to encourage all teachers to be both involved in the discourse with students, and prepared to be contributing members of an instruction, the classroom community should be shaped by activities designed to encourage students to interact in a non competitive manner. However, the study conducted by (Keneth Leithwood 2012) revealed that ,if there is inadequacy of instructional time for science subjects, mathematic subject inclusive. Since instructional time simplify the facilitation of teaching and learning process then their inadequacy is likely to affect students' participation in learning activities.

All these actions (verbal and non-verbal actions) are conducted in the classroom in order to improve teaching and learning environment. In particular, management of teaching and learning

to take place needs to be made conducive so that every teacher can concentrate and participate. The interactions should not only promote a high rate of interest of learning but also provide opportunity for ample time and the mode of delivery whether face to face or otherwise (Opinmi, 2011).

5.2 Conclusion

It is important for supervisors to make sure that all schools create clear work load management that will help schools to create ways for teachers to improve on learning activities, the blended learning do not help teachers without clear program work load management in primary schools more especially Kalagala Sub county to improve learning activities.

5.3. Recommendations of the study

Blended teaching and learning without clear programs of work load management in primary schools cannot yield any beneficiary for both learners and teachers themselves.

Interactions during supervision process between the supervisor and teachers should be focused on the discovered weaknesses of teachers during interactions by suggesting a way forward for teachers to improve on their online teaching since it's the new wave in teaching and learning.

It's important for school managers to finance all the programs in the school and be visible in the school budget which helps teachers to identify which program is suitable for their learners all the time

Work load should be well allocated, used and also checked during learning process the quality and quantity of work done that helps teachers to use them as it is allocated hence improve on their classroom performance and also learning process.

5.4 Recommendations for further studies

Further studies can be made on:

1. Lesson supervision and school performance
2. Staff supervision and teacher instruction in primary schools
3. Online teaching and curriculum implementation in primary schools

The findings of this observation showed that, teachers who get into classroom is less than 50% and therefore classroom teaching is done without effective teacher preparation (lesson plan) and therefore facilitate poor students' performance. In line with the importance of lesson plan with students' academic performance, Amininik et al (2000) believe that Lesson plan preparation by classroom teachers is one of the appropriate ways for promotion students' academic performance since its help the teacher in teaching as guidance.

Spratt, et al (2005) pointed out that lesson plan is a series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them in order to facilitate students' academic performance. Ali & Mina, (2014) lesson plan is one of the key factors in the students' academic performance in the educational process. From these findings, poor students' academic performance was resulted with the tendency of teachers to teach without lesson plans which is indicator of poor teachers' supervision since teacher with no lesson plan is like a car without steering and therefore may miss direction.

In this study, the findings have shown that majority of respondents (n=336) which disagrees equivalent to 83 % with the statement that teachers mark students exercises every time they give tasks to students. This also an indicator that if students fail to get responses from their exercises they will not be in a position to see where they went wrong therefore, it provides high possibility of doing the same mistake in their national examinations. It was also seen that, most of respondents (n=356) which is equivalent to 87.9% disagreed with the statement "students are given group work every day". This mean that, classroom group work were not preferred much by teachers.

This is contrary with the study by the report by Hannah, (2013) who proposed that, using interest to group students can be helpful when creating assignments because they will already have a connection with their fellow students so it will be easier to conduct group work. This is because, they even have the same attitude on how to approach an assignment which will allow them to complete it more competently. This will also allow for the same material to be presented in numerous ways based on their interests. One group may like graphs and charts while the other likes sketches and pictures. Each can learn the material in the way that will best help them remember.

Through documentary review on Students participation on exercise given to students in the month of July to September only 10% of those work given were group work discussion thus dwarf students' academic performance as group work discussion supported by Tesfaye, & Berhanu, (2014) in their findings of students' participation study which revealed that 75% of the students assured that group discussion gives them more chance to participate freely in the class than demonstrations and presentations. Moreover, the study by Tesfaye, & Berhanu, (2014) in their findings of students' participation study which revealed that 75% of the students assured that group discussion gives them more chance to participate freely in the class than demonstrations and presentations.

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APPENDIX I

RESEARCH structured interview for teachers

SECTION A: Background Information

Dear respondent kindly tick the most appropriate box that fits your idea. Thank You

1. Gender

Male	Female

2. Age range

11-20yrs	21-34yrs	35-40yrs	41-44yrs	45-50yrs	51 and above

3. Level of education

Certificate	Diploma	Degree	Master	PhD Holder

4. Marital status

Single	Married	Separated	Widows

5. For how long have you served as a primary school teacher?

6-months -2 yrs	3-5 yrs	6-8yrs	9 years and Above

SECTION B: online learning in primary schools of

Direction: Tick where it is appropriate for your responses.

Tick in where it is appropriate for your responses	Yes	No
we have computer laboratory for staff and pupil?		
all teachers attend in-person for all school activities?		
Staff advised not to work from home?		
the school is well connected with internet?		

Staff advised to work from home only if their job can be done from home?		
the school have online equipped library		
most of school activities with parents are done online		
Ensuring pupils use the same classroom throughout the day		

SECTION C: face to face learning in primary schools of

Direction: Tick in where it is appropriate for your responses.

Tick in where it is appropriate for your responses	Yes	No
always the staffroom is full of teachers and learners		
learners stay at school always		
Requiring regular role call per lesson		
All learners must attend in person in all school activities		
Keeping learners with the same small groups at all times each day		
teacher(s) and other staff are assigned to each student group		
learners sign for each lesson taught		
learners are asked to come with parents every morning		
Daily home work are given to the learners		
Moving with hand bags in classrooms		

Thank you

APPENDIX II

INTERVIEW GUIDE for head teachers

1. What is the type of learning most used in your school?
2. How does your school deal with teachers who teach learners outside schools?
3. How would you describe the attitude of other people on remote learning?
4. How do you calculate the teacher individual performance?
5. What are some challenges you encounter in schools after teachers changed their locations?
6. How do you ensure that pupils do share equipment or learning materials in classrooms?
7. Kindly tell us how do staff Staggering online teaching for different classes
8. How do the staff helped in continuing the teaching during the absence of learners in schools?
9. How have managed to ensure that pupils who can't attend school physically learn?
10. What challenges do your school face from the staff who teach learners outside school