

**EXAMINING THE INFLUENCE OF COVID-19 PANDEMIC ON FEMALE  
STUDENTS' EDUCATION IN SECONDARY SCHOOLS IN KISORO  
MUNICIPALITY, UGANDA**

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**MAY 2022**

### DECLARATION

I declare that this research report is my original work and it has never been submitted to any other University or Institution for a similar or any other degree award.

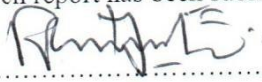
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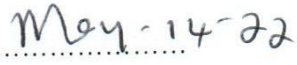
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### **Dedication**

I dedicate this study to my beloved family members, my sponsor Rtd. Hon. Min. Dr. Philemon Mateke and to the schools that participated in this study. Finally, I dedicate this research study report to my supervisors Dr. Francis Akena Adyanga and Dr. Ocan Johnson from Kabale University and the lecturers at Kabale University for the mentorship given over the course of postgraduate training.

### **Acknowledgment**

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## **Abstract**

Globally, Covid-19 pandemic has threatened the education of students at all level of study. In Uganda, documented and undocumented reports reveal that female students experienced multiple challenges due to the closure of schools for close to two years from March 2020 to January 2022. The study employed a combination of both quantitative and qualitative approaches. The quantitative approach used was a questionnaire and the qualitative approaches included use of interviews and documentary analysis. To properly understand these challenges, my study used simple random sampling to recruit 228 students and 92 teachers from five selected secondary schools in Kisoro Municipality. Additionally, five head teachers were purposely sampled from the selected secondary schools. The major findings revealed that the closures of schools and other learning institutions have exposed young girls to multiple challenges such as sexual assaults, sexual harassment, early pregnancy, and school dropouts. The study concluded that Covid-19 has been a disaster on the education sector in Uganda. The closure of its international borders was a necessary and important measure to control the disease, but it had the immediate effect of closing down most of the sectors. Consequently, it is realistic to say that education is the hardest hit sector in the Ugandan economy since students spent almost two years without physically appearing in school.

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### **List of Abbreviations and Acronyms**

**SPSS:** Statistical Package for Social Sciences

**MoES:** Ministry of Education and Sports

**NCDC:** National Curriculum Development Council

**UCE:** Uganda Certificate of Education

**COVID-19:** Corona Virus

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.1 Background to the Study

Education institutions across the world have been marred by myriads of social, economic and political challenges. These challenges have galvanized by the onslaught of covid\_19, a virus that was declared a pandemic by the World Health Organization (WHO) in early 2020. Although still wreaking havoc in many countries globally, Covid\_19 has registered a steady decline in Uganda with lower rates of new infections being reported. However, much as the pandemic is almost at the exist stage in Uganda, its ramifications on all sectors of the economy will prevail for a while. For the education sector, which is the focus of this study, the massive vaccine uptake by the citizens coupled with the steady decline in new infections have allowed for the reopening of schools after close to two years of closures. With the education institutions fully reopened, it is paramount that education stakeholders investigate the multiplicity of challenges associated with the two years closures of schools and its interplay on learners.

Therefore, the background of this study was presented as a historical background, theoretical background conceptual background and the contextual background for on the influence of Covid-19 pandemic on female students' education in secondary schools of Kisoro Municipality.

##### 1.1.1 Historical Perspective:

In 2019, the world was disadvantaged by the outbreak of Covid-19 pandemic which started from Wuhan city in China(Wong *et al.*, 2020; Sintema, 2020; Viner *et al.*, 2020; Osman, 2020). Medics described this disease with wide range of characteristics but its threat is mainly on the respiratory system of the human body (Viner *et al.*, 2020; Roy *et al.*, 2020).

Since the outbreak of the novel corona virus disease, experts from several governments have taken stringent measures to reduce on transmission of this global threat (Roy *et al.*, 2020). Places that gather large numbers of people like churches, cinema centers, and museums have been closed (Sahu, 2020). The most challenging impact of this pandemic is the closure of institutions of learning that has seen an abrupt shift to remote teaching and learning (Sahu, 2020). According to Crawford *et al.* (2020), institutions had been forced to close which called upon both undergraduate

and postgraduate students to embrace online learning opportunities where possible. However, this abrupt change has come with several challenges ranging from limited resources to poor internet access which made online learning less effective compared to face to face classes (Osman, 2020; Viner *et al.*, 2020), that learners were already accustomed to. This challenge was more pronounced in developing societies which previously relied heavily on the traditional mode of teaching and learning.

In Africa, Covid-19 pandemic cases have reduced drastically as compared to how it was in 2020 and this has forced many countries in Africa to concentrate on immunization activities of Covid-19 (Mukiibi, 2020). Borrowing from developed countries, African countries started setting strategies to ensure continuity of learning in the second quarter of 2021. (Okebukola *et al.*, 2020; Wodon, 2020; Mukiibi, 2020). Definitely distance and phased learning became the rescue to many of them. Many countries in Western part of Africa that benefit from oil products like Nigeria, Ghana and Ivory Coast faced blows of less demand of oil products which hindered their economies (Ozili, 2020). Both economic and educational activities were also affected (Mhlanga & Moloi, 2020; Viner *et al.*, 2021).

In East Africa, Kenya became the first country to register Covid-19 pandemic cases which resulted into closure of all learning institutions on 15 March, 2020 (Mbae, 2020). Secondary schools, tertiary institutions and universities were instructed by the government to send children and students back to their homes in four days with the hope of returning back after 30 days (Mbae, 2020). Later, the governments of Uganda and Rwanda followed with instructions to all institutions of learning. At first, immediate interventions were not in place which could possibly be because there was hope of returning back after 30 days. However, transmission went high, more strict measures were put in place which could not see schools open again (Gichuna *et al.*, 2020; Mhlanga & Moloi, 2020; Arndt *et al.*, 2020).

### **1.1.2 Theoretical Perspective**

The current study was guided by Tinto's theory of Interactions developed in 1993. This theory contends that the best way for students' success is as a result of their social and academic commitment which subsequently leads to retention. The theory also focuses on levels of commitment of the institution towards its students based on academic and social groups, which require that the school work to place student needs before the needs of the school. This multi-



dimensional theory emphasizes types of interactions a student has with the school as the rationale to explain retention and commitment in learning. Tinto places institutional actions at the center of his theory, giving important focus to both academic and social actions constructed by the institution which are designed to aid students.

Tinto emphasized that the interaction between the student and the environment of the school leads to student's persistence or withdrawal (Tinto, 1993). Tinto's theory states that to persist, students need integration into formal (academic performance) and informal (faculty/staff interactions) academic systems and formal (extracurricular activities) and informal (peer-group interactions) social systems (Tinto, 1993). But Tinto's emphasis on peer group interaction is not ascertained in Covid-19 pandemic due to social distancing restrictions during school activities

According to Lugonzo (2020), Basrur & Kliem, 2021; Amankwah-Amoah *et al.*, 2020). After the outbreak of Covid-19 pandemic, countries resorted to online learning which required all students and schools to own gadgets that would facilitate online learning (Lugonzo, 2020). This theory is relevant in examining the social and academic aspects of female students during Covid-19 pandemic in Kisoro Municipality. It articulates how the social health factors ushered in by the pandemic has influenced girl child education. According to Tinton (1993), students' commitment on school social and academic systems determines their withdrawal or persistence towards the school setting. Preventing this integration process may be incongruence, or a lack of institutional fit. Students who do not feel at home in an institution or do not believe that an institution can help them meet their goals are unlikely to persist. Likewise, students who are isolated, or who do not engage in social interactions within the college, are less likely to persist in the institution.

### **1.1.3 Contextual Perspective.**

Female students performance is the educational achievement attained over a specific time in school, college and university (Seshamani & Shalumba, 2010), female students performance involves the level of achievement the female student displays in relation to their achievement in in school, or the level of achievement she gets after an official or formal education for instance Part /Level 1 results which, in this case, leads to the next level such as Part /Level 2. Educating females yields far-reaching benefits for girls and women themselves, their families' and their societies in which they live. The benefits of investing in human capital are especially pertinent for women in developing countries where gender equity in education is often lagging behind. Without educating

women, national endeavours can be less effective and the efforts of women are weaker. Equal opportunity of education for both sexes is equally important. The significant contribution of female education is expressed in terms of economic, cultural and political aspect a country. Baker (2012) stated that an educated female is likely to become: a more competent and knowledgeable mother, a more productive and better paid worker, an informed citizen, a self confident individual and a skilled decision maker. Calkins (2010), indicated that the benefits of education relates to more or less in all aspects of development. Education empowers them to participate in the public and political life. The potential benefits of education are always present but females' education often has stronger and more significant impact than males 'Gabster *et al.* (2020) explains that the academic concentration of female students in the pandemic remained under represented. It is argued that their voices are less heard than those of their male counterparts. Female students are reported to be more vulnerable especially in this pandemic period (Frimpong & Paintsil, 2020). According to Budget Monitoring Unit (2020), In Uganda Covid-19 pandemic gave birth to many challenges on school going girls such as teenage pregnancies. Similarly, Save the Children Uganda (2020) reported high increase of teenage pregnancies due lockdown measure. Odour (2020) further noted that in Kenya, close to 4000 students were reported pregnant in the lockdown period. The dropout rates are also estimated to be at 50% for female students especially the Magrib region of Africa (Rafaeli & Hutchinson, 2020). In Kisoro Municipality, no study has been conducted about the pandemic and its impact on girls' education. This is the justification of this study. It examined the influence of Covid-19 pandemic on female secondary school students in Kisoro Municipality Uganda.

### **1.3 Statement of the Problem**

Despite the challenges that female students faced in the pandemic lockdown due to school closure as responses to contain Covid-19 pandemic, less has been done to ascertain the effects of the pandemic on female students' education. Ministry of Education Reports (2022), indicate rapid increase in teenage pregnancies, early marriages, sexual harassment as a result of students getting exposed and stuck at home which led to sex abuse. In Uganda, even before the outbreak Covid\_19 female students could also face challenges but this worsened during the pandemic. It is reported that a total of 354736 teenage pregnancies were registered in 2020 (Budget Monitoring Unit, 2020). The Ministry of Education further proved this by instructing schools to allow students with pregnancies to attend their classes and subsequently sit for their final exams Ministry of Education and Sports (2021). The situation of female students during the pandemic period raises concerns on their education. For the case of Kisoro Municipality, there is no enough data on challenges faced by female students during the two years of schools' closures which necessitated conducting this study. In any emergencies such as pandemic or civil wars in African society, girls are often adversely impacted more than boys due to social norms and expectations that put them at greater risks. Despite the government's efforts in mitigating the effects of the pandemic at regional levels, there is no documentation of the effect of the pandemic on girl's education in Kisoro Municipality. Therefore, this study explored how female students were affected in terms of academic activities, co-curricular activities, and retention and students' enrolment.

### **1.4 Purpose of the Study**

The purpose of this study is to examine the influence of Covid-19 pandemic on female students' education in secondary schools of Kisoro Municipality.

#### **1.4.1 Research Objectives**

The study sought to achieve the following objectives:

- (i) To examine the effects of Covid-19 pandemic on female students' learning.
- (ii) To assess the effects of Covid-19 pandemic on female students' participation in co-curricular activities.
- (iii) To analyze the influence of Covid-19 pandemic on female Students' enrollment and retention.

### **1.5 Research Questions**

The study was guided by the following key research questions:

- i) What are the effects of Covid-19 pandemic on female students' learning?
- ii) What are the effects of the pandemic on female Students' participation in Co-curricular activities?
- iii) What is the influence of the pandemic on female students' enrollment and retention?

### **1.6 Justification of the Study.**

A lot of research has been done in Uganda about the effect of Covid-19 in Uganda, but there is no study that has used secondary schools of Kisoro Municipality as the case study. This motivated the researcher to conduct research using secondary schools of Kisoro Municipality.

### **1.7 Significance of the Study**

It is anticipated that the proposed study will be significant in the following ways:

The study will lead to establishment of policies to increase female students' enrolment and retention in the country. Secondly, it will put to light the effects of the pandemic on secondary female students' academic and co-curricular activities. It will also provide strategies for ensuring continuity of learning for students in future emergency such as pandemic. The study will further contribute to the existing body of literature on Covid-19 pandemic and education.

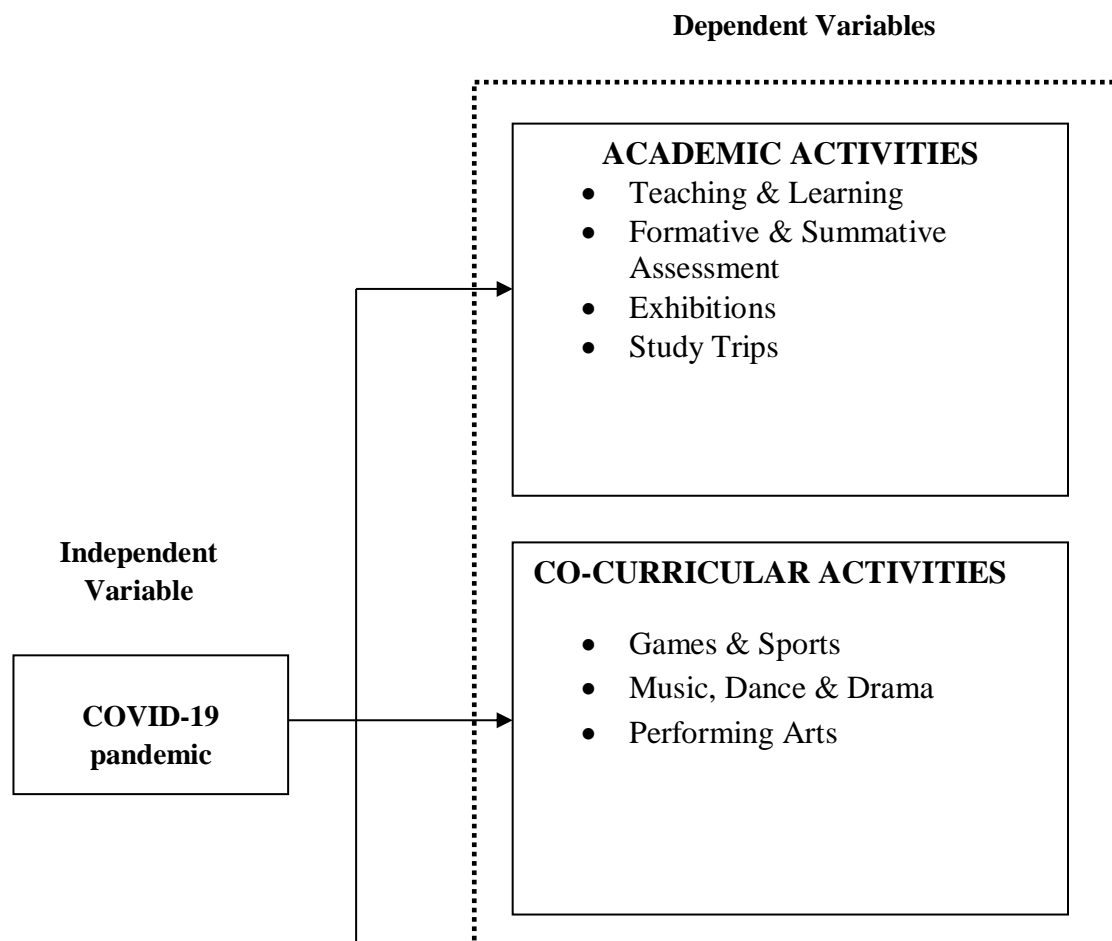
### **1.8 Scope of the Study**

The study was conducted in Kisoro Municipality, Kisoro District, South Western Uganda. Kisoro Municipality borders counties of Chahi, Nyakabande, Nyarusiza, Nyakinama and Muramba (GoogleMaps, 2020). Selected Government-owned, aided, and private secondary schools within Kisoro Municipality were considered for the research study. The study was conducted between June 2021 and June 2022.

Below, I provide a conceptual framework that guided my study. Basically, the framework provides pictorial illustrations of the relationships between properties that were the subject of this study. The framework then gradually blends into the body of literature reviewed to further understand the influence of the pandemic on girls' education.

### 1.9 Conceptual Framework of the Study

Figure 1: The Conceptual Framework Guided by 1993 Tintos Theory of Interactions



### **Figure 1: Conceptual Framework.**

The conceptual framework above presents Covid-19 pandemic as the factor that disrupted academic activities, in key areas such as teaching & learning, formative & summative assessment, exhibitions and study trips, Co-Curricular activities with activities such as games & Sports, Music, Dance & Drama, performing arts. Also, students' enrollment and retention were affected as illustrated in figure1 above.

### **1.9 Definition of Terms and Concepts**

The following terms were used for the purpose and intention of this research study as defined below:

**Student retention** is the measure of students that enroll, continue, and finish their academic studies in the same school (Picchio, 2018).

**Covid-19 pandemic:** Corona Virus Disease

**Enrolment:** Number of students attaining education services in a given school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review is an overview of the previously published works on a specific topic. First a researcher cannot conduct the study without gaining a deep understanding of the research topic and learning from the work of other scholars and researchers in the field (Creswell, 2018). Literature review involves the systematic, location and analysis of documents containing information related to the research problem being investigated. It aims at providing detailed knowledge of the topic being studied. It helps the researcher uncover what has been done by other researchers related to the problem being studied.

It helps a researcher avoid unnecessary and unintentional duplication; it also forms the framework within which the research findings are to be interpreted (Mugenda & Mugenda, 2013). On the other hand, literature review shows the researcher the results of that are already related to the study being reported and also provides a framework for establishing the importance of the study as well as a benchmark for comparing results of the study with other findings. Therefore, this chapter presents the review of existing literature from journals, magazines, reports textbooks, internet, and journals. This is done in accordance to the objectives. It is presented according to the themes derived from the objectives of the study that are described in chapter one.

#### **2.2 COVID-19 pandemic in Secondary Schools**

In Uganda, literature indicates that the pandemic led to uncertainties in education, mental health, and economic activities (Mbazzi *et al.*, 2021; Tumwesige, 2020; Isiko, 2020). Despite the current economic challenges where majority of Uganda's population is challenged in getting basic needs, the unforeseen impacts of the pandemic on school going population were stinging (Tumwesige, 2020). According to Tumwesige (2020), schools and education departments resorted to re-thinking of online opportunities. They would not also cater for holistic school activities. Home schooling strategy was also introduced by the Ministry of Education and Sports. This was supported by delivering printed notes to students in their families. Generally, few teachers who would teach via televisions and radio stations were involved. This was a government initiative with less participation of individual schools. However, despite of all the above intervention, less

intervention has been taken in Uganda to mitigate the impact of the pandemic on female students' education. However, there are so many inconsistencies in their research since they did not give the number of teachers affected and hence this research filled in the gap that was left out by the author which as intended to be filled by this study.

According to Aji (2021), the abrupt shift from face to face learning to mandatory online learning posed diverse funding related challenges. Countries across the globe had to compromise other sectors' budgets to fight against Covid-19 pandemic (Alvi & Gupta, 2020). Schools in developed countries felt the painful itching of Covid-19 pandemic starting from immediate directed closures, suspension and postponement of learning and several activities, closure of sports activities and all activities that would require gatherings (Masonbrink & Hurley, 2020; Cardel *et al.*, 2020; König *et al.*, 2020). The existing literature on developed countries is silent on how Covid-19 could have impacted students enrolment but it is evident that schools were disadvantaged in their learning and social activities (Hasan & Bao, 2020; Wodon, 2020; Buzzi *et al.*, 2020; Amodio *et al.*, 2020; Kuhfeld *et al.*, 2020). Though similar studies are to be conducted in Uganda in the current research to establish if similar results were obtained, therefore, this research filled in the gap that was left out by the author.

According to Okebukola *et al.*, (2020), when the pandemic broke and was termed threatening to schools, members of schools in many countries were not ready for the immediate shift to new learning practices. This was evident in countries of Morocco, Burundi, Senegal and Nigeria (Okebukola *et al.*, 2020). Contrary to perceived danger of the pandemic in schools, there is uncertainty on transmission rate in schools (Viner *et al.*, 2021). Saavedra (2020) as cited in (Viner *et al.*, 2021) notes that school going children play a small role in transmission of the pandemic. However, his argument is not consistent with findings from other studies which revealed that schools could aid transmission of the pandemic (Areba, 2020; König *et al.*, 2020; Alvi & Gupta, 2020). However, the current study is intended to be conducted in different schools to observe if similar results will be obtained in order to fill in the gap that was left out by his study.

In schools re-opening discussions of several countries, standard operating procedures were perceived to be the only prevention tool to limit the transmission of the pandemic (Aji, 2021;



Tomasik *et al.*, 2020; Cardel *et al.*, 2020; Viner *et al.*, 2021). With strict guidance from medics, schools are operating on guidelines such as adherence to social distance, regular hand washing, wearing face masks and regular fumigation of schools. However, studies have revealed that these guidelines are straining schools with limited infrastructure (Wodon, 2020). Other studies contends that secondary schools had to fix their budgets and ensure that they put in place required facilities to prevent the transmission of the pandemic (Amodio *et al.*, 2020; Viner *et al.*, 2021; Wodon, 2020). Much as there is some literature explaining the state of the pandemic in schools, more is needed to understand the influence of the pandemic on school retention for girls hence the current study.

### **2.3 Female Students Education in Covid-19 pandemic period**

Girls' education has been specifically challenged by the pandemic, especially for girls from low-income households and girls in rural areas. Girls have faced threats including increases in child marriage, teenage or early pregnancy, and gender-based violence (Onyema, 2020). Many girls were married off in exchange for money as a result of the economic effects of the pandemic on families. The increase in child marriage resulted in an increase in teenage or early pregnancy. There was also an increase in rape cases, which led to unwanted pregnancy, and survivors are more likely to drop out of school. Research conducted by Chandra (2020) found out that female students stress levels became higher during the pandemic period (Aslan & Pekince, 2021). Additionally, findings from other studies revealed that female students are regularly diverted to other non-academic activities (Chandra, 2020). This can be argued that home learning could not have been easy to them. World health organization also indicate that the education of a girl child is being threatened given the increasing rates of teenage pregnancies (World Health Organisation, 2021). This was also evident in subsequent studies which revealed that there is increased teenage pregnancies in many parts of the world with Africa being the most affected (Addae, 2021; Bacovic *et al.*, 2021; Burwell, 1992; Chandra, 2020; Rattenbury *et al.*, 1988).

Since the outbreak of the pandemic, there have been many studies committed to online learning. Most of the studies have reported positive online learning effectiveness during the Covid-19 pandemic. (Onyema, 2020). The online, indoor, and desk-based learning could benefit secondary students and enable them to learn effectively and continually during the Covid-19 pandemic lockdown. Students were ready to learn through the online and synchronized model,

indicating the future model of education, whose effectiveness might be ensured based on a rigorous framework. Though similar studies are to be conducted in Uganda in the current research to establish if similar results were obtained in order to fill in the gap that was left out by their study.

#### **2.4 Academic Activities in COVID-19 pandemic period**

According Khattar *et al.* (2020) Covid-19 pandemic affected academic activities in several ways. His study indicated that missed events both academic and not academic were a disappointment to school going children and teachers. Teaching and learning were disrupted although there was quick adoption of online learning. The pandemic caused a lot of crisis especially in Sub-Saharan Africa (Panovska *et al.*, 2020; Tumwesige, 2020; Almaiah *et al.*, 2020; Mhlana & Moloi, 2020).

Similar to other academic activities, traditional method of conducting examinations was affected. Cairns (2020), revealed that there is need to reform examinations and conform to the new normal in Covid-19 pandemic period. This aspect relates to formative and summative assessments that are referred to in this study. This confirms that the pandemic definitely invited some changes in examinations processes. Several other studies on Covid-19 pandemic effects did not clearly hind on examining processes during Covid-19 pandemic (Harrington & O'Reilly, 2020; Madinah, 2020; Almaiah *et al.*, 2020).

On teaching and learning, literature clearly shows that there was a shift from traditional face to face to distance learning (Aji, 2021; Alvi & Gupta, 2020; Auger *et al.*, 2020; Cardel *et al.*, 2020; König *et al.*, 2020; Tomasik *et al.*, 2020; Trung *et al.*, 2020; Wong *et al.*, 2020). This was reported to have encountered several other challenges related to accessibility, poor network connections, lack of facilities, and impossibilities of teaching and learning some subjects online (Okebukola *et al.*, 2020; Sintema, 2020; Tomasik *et al.*, 2020; Trung *et al.*, 2020). This is clearly articulated by Okebukola et al (2020) when they stated

“...deficit for delivering online education, poor internet service, an erratic power supply, and severe inadequacies in infrastructure for open and distance education. Taken together along with poor teacher motivation induced by low and irregular wages, these challenges are depressants to quality chemistry teaching during the Covid-19 pandemic period” ( p. 19)

According to König *et al.* (2020), the shift to online learning was reasonable but it could not replace the school setting as far as effectiveness is concerned. They further revealed that though several teachers are in digital era, their skills to deliver to students virtually were inadequate.

## **2.5 The co-curricular activities in Covid-19 pandemic period**

When it comes to social activities in schools setting, it documented that several programs were suspended by organising bodies (Chen *et al.*, 2020; Drezner *et al.*, 2020; McGuine *et al.*, 2021). According to Drezner *et al.*, (2020) sports men and women in athletics were at first restricted to participate in sports activities until when strategies of Covid-19 pandemic testing and quarantine were introduced. The situation was devastating to schools that had programmed sports activities. According to Wang *et al.* (2020), students were confined from homes with no exercises and this presented psychological challenges to them. However, there are so many inconsistencies in their research and hence this research filled in the gap that was left out by the author which as intended to be filled by this study.

According to Doyle *et al.* (2021), even after reopening of schools, cocurricular activities like basket ball games, football games, volleyball games were spotted to be high transmission agents and were later restricted. When it comes to other cocurricular activities such as performing arts, music dance and drama and debates, limited studies have been conducted. A few studies conducted indicate that they were also put at a standstil although they do not clearly show how they were affected(Asif *et al.*, 2020; Chen *et al.*, 2020; McGuine *et al.*, 2021). The current study, examined how cocurricular activities such as games and sports, music, dance and drama, performing arts and exihbtions were influnced by Covid-19 pandemic containment measures. However, the current study is intended to be conducted in different schools to observe if similar results was obtained in order to fill in the gap that was left out by his study.

## **2.6 Students enrolment in Covid-19 pandemic period**

The study revealed that student dropouts were manifested in the pandemic period. Several female students lost interest in learning virtually and this acted as a hindrance in online learning (Onyema, 2020). Similarly, Nicola *et al.* (2020) posit that schools were disadvantaged with increasing dropout rates. These were believed to contribute to decline of students' enrolment (Marshall &

Bradley-Dorsey, 2020; Rouadi & FaysalAnouti, 2020). According to Nchogu *et al.*, (2020), some students were not willing to resume studies after the long holiday caused by Covid-19 Pandemic and this was anticipated to lead to high dropouts. Darso (2020) as cited in (Cantemir, 2020) also noted that there is a likelihood of high dropouts due to early marriages and pregnancies.

Much as available studies anticipated a negative impact of Covid-19 pandemic on enrollment in the form of dropouts, none of the studies had actual data showing enrollment of students in the pandemic period. The current study compared the enrollment of female students before Covid-19 pandemic with the in Covid-19 pandemic period. This was achieved by assessing class register and students' enrollment forms in secondary schools.

## **2.7 Students Retention in COVID-19 pandemic**

Retention is ascertained to be significant in determining schools success (Salinitri, 2017). From the previous works of Tinto, retention is referred to ability of a student to integrate and engage within the school setting (Tinto, 1993). In a positive sense schools are believed to retain their student with minimal departure (Warner *et al.*, 2018).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology that was employed to collect the relevant data. It included research design, study population, sample size, sampling techniques, data collection methods and instruments, data collection procedure, ethical considerations and limitations of the study.

#### **3.1 Research Design**

The study adopted a descriptive survey design because it was cost effective. A descriptive research design also allowed rapport establishment with the respondent. Acquisition of more in-depth information through interaction with the respondents was also done. With Survey research designs, a researcher collects data from a sample (Creswell, 2012). Descriptive Survey designs are good to describe trends about population characteristics, opinions, and behaviors answering questions of “what, where, how, and when”, (McCombes, 2019). Descriptive Survey design was helpful in reaching out to a big number of participants (students and teachers).

#### **3.2 Target Population**

The target population was female students, teachers and Head teachers in Kisoro Municipality. Head teachers and teachers were selected because they were in charge of overseeing, administering and supervising all school activities. Female students were included in the study because of the motivation to understand their experiences during Covid-19pandemic. The study targeted 8 schools, 8 head teachers, 120 teachers, 560 female students, making total 696 target population.

**Table 1: Study Population**

| <b>Category</b> | <b>Target Population</b> |
|-----------------|--------------------------|
| Schools         | 8                        |
| Head teachers   | 8                        |
| Teachers        | 120                      |
| Female Students | 560                      |
| <b>Total</b>    | <b>696</b>               |

### 3.3 Sampling Size

Guided by Kothari (2004), the sample size determination for the finite population of quantitative data was calculated using the formula as shown below;

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2(N - 1) + z^2 \cdot p \cdot q}$$

Where,

(n) = Sample size

(N) = Target population

(z) = Z-score at confidence level 95% is 1.96

(e) = Margin of error 5 %

(p) = Population portion assumed to be 50% (0.5)

(q) = 1 – p is 0.5

The number of the target population for each category was used in the formula above to determine the sample size for teachers and students.

### 3.4 Sampling Techniques

Simple random sampling technique was employed to select students and teachers for quantitative data collection. Simple random sampling was used to ensure objective representation of female students and teachers (Creswel, 2018). This means that selected female students and teachers in Kisoro Municipality had a chance to participate in study. The researcher interviewed 228 female students and 92 teachers, of whom 33 were female and 59 male teachers.

**Table 2: Study Population, Sample Size, and Sampling Technique**

| Category        | Study<br>Population | Sample Size | Sampling Technique     |
|-----------------|---------------------|-------------|------------------------|
| Schools         | 8                   | 5           | Purposive Sampling     |
| Head teachers   | 8                   | 5           | Purposive Sampling     |
| Teachers        | 120                 | 92          | Simple Random Sampling |
| Female Students | 560                 | 228         | Simple Random Sampling |
| <b>Total</b>    | <b>696</b>          | <b>330</b>  |                        |

The sample size consisted of 92 teachers (33 female and 59 male teachers) 5 head teachers, 228 female students from different secondary schools in Kisoro Municipality. The study used non-probability and probability sampling. Probability sampling was simple random in nature. The lottery method was used in simple random sampling. In this procedure, marked pieces of papers equal to the target population in each school was mixed in a bowl thoroughly and picked randomly by the participants until the required sample size is achieved (Frankel & Warren 2006). Simple random sampling was applied to obtain a sample size from the students and teachers in selected secondary schools. This sampling procedure was repeated to obtain participants from schools. Probabilistic sampling is good to obtain data from the population with good representativeness and overcoming biases associated with sampling and assumed research findings (Etikan & Bala, 2017).

### **3.5 Data Collection Instruments**

The study used structured questionnaires and interviews to collect the data from the field. The selection of these data collection instruments was guided by the research questions and objectives.

#### **3.5.1 Questionnaire**

A questionnaire is a research instrument made of questions with choice answers that seek to collect data from the participants in the study (Aryal, 2020). Series of questions and choice answers prompted the research participants to give their preferences, opinions, attitudes, and feelings on the research variables under study. The advantage of using a questionnaire is that it generated data from a large population in a short time, it is practical, generated results are easy to analyze, and good for participants' privacy and anonymity (Debois, 2019). The questionnaire consisted of participants' demographic data in section A of the data collection instruments. Likert scale questions were used. Questionnaires were self-administered to female students and teachers. Questionnaires were used to collect data from the female students and teachers in secondary schools.

#### **3.5.2 Interview Guides**

Interviews are qualitative research techniques that seek to explore in-depth data about a phenomenon, (Dudovskiy, 2018). This interaction between the researcher and the participants helps the researcher to collect in-depth information from the participants in the field on research variables. Interview guides helped the researcher to remain focused on the research questions and

objectives without broadening the study or leaving out important information. They were used to generate data from head teachers.

### **3.6 Data Collection Methods**

#### **3.6.1 Interview method**

The interview method in research is used where a researcher records responses from participants at the same time asking other questions (Quad, 2016). For the consistent transcription of data, audiotapes were used in the interviewing process of head teachers (Quad, 2016) citing (Creswell, 2012). It is important to note that the interview method is appropriate to generate and collect data for explanatory questions. Interviews are flexible in that a researcher has a chance to probe for more information from the participants, the response rate is higher than mailings, and those who do not know how to read and write can be interviewed (Group, 2019). Interviews were conducted with classteachers, headteachers and student leaders using recorder and their voices were used in supplementing qwantitative data

#### **3.6.2 Document Review**

Secondary data supplemented information from primary sources of data collection. The documents were reviewed to obtain additional data on the influence of Covid-19 pandemic on female student's education. This study reviewed and evaluated records and reports as well as other detailed materials in order to obtain additional data. The technique was preferred because of its' ability to provide supplementary information and flexibility which helped in producing qualitative information that was used in writing final research report. Students' enrollment records were reviewed for qualitative data. This enabled the researcher to supplement and measure the reliability and authenticity of the data collected from primary sources.

### **3.7 Data Collection Procedures**

According to Kabir (2016), data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.

As a requirement, the researcher acquired a research permit from the Directorate of Research and Publication at Kabale University. The obtained letter and permit were then used to get permissions



and for identifications to the school head teachers within Kisoro Municipality. The research permit and authorization letter were presented to the Secondary schools' head teachers to obtain permission to be in their schools for data collection. Participants' consent was the researcher's priority in the process of data generation and collection from the field. This was achieved by explaining the purpose of the study, benefits and dangers of participating in the study. Providing enough information about the study was key to obtain both consent and assent.

### **3.8 Data Analysis Procedures**

Quantitative data obtained from questionnaires was checked for errors, outliers, and coded and directly entered into the Statistical Package for Social Sciences (SPSS) for analysis. The researcher used both inferential and descriptive statistics. Descriptive analysis involved the use of frequencies and percentages. Quantitative data was presented using pie charts, tables, and similar relevant graphical ways (Kothari 2004; Mertens 2014 and Creswell, 2018).

#### **3.8.1 Analysis of Qualitative data**

Content and thematic analyses were used for the scrutiny of qualitative data. This was aimed at identifying patterns from participants' responses to interview questions. In-depth descriptions were made as the researcher explained the data gathered from the field. This process involved the participant's direct quotations as gathered from the field to give clear and unbiased descriptions of the data and study findings (Creswell, 2014).

### **3.9 Ethical Considerations**

In social research, it is important to guard against research misconduct so that the researcher can come up with true findings, conclusions, and recommendations. According to Creswell (2012), research ethics is adhering to scientific morals in a practice.

#### **3.9.1 Privacy**

According to The Data Protection and Privacy Act, Part III, section 10 of Uganda (Uganda, 2019) a data collector, data processor, or data controller is not allowed to collect, process, or control data that is an infringement on the privacy of the data subjects.

Therefore, the researcher communicated to the participants the purpose for which the research data was collected. Also, the participants were informed only to provide information related to the

purpose of the study, and not to provide any other information that may be related to their personal life affairs. Similarly, the researcher did not request for the participant's names, sensitive personal affairs; did not expose any oral recording and any written clue that end up exposing the participants' identity, and the process of collecting data was done in a conducive environment.

### **3.9.2 Informed consent**

Informed consent is as a decision of a competent potential participant to be involved in research after receiving and understanding relevant information about the study, without having been subjected to coercion, undue influence, or inducement (PHREB, 2017). According to The Data Protection and Privacy Act, Part III, section 12 and 13 (1) (a-i) (Uganda, 2019) requires researcher to collect data for a lawful purpose specified and explicitly defined, informed to the research participants and related to the intended purpose of the study.

The researcher therefore, before collecting data informed the participants about the data and the purpose of the study. Participants were informed that the data to be collected would be used for academic purpose only and that no part of the data may be used for personal financial gain.

Participants were given the researcher's contact information just in case they may have questions which needs further follow up. They were briefed of the potential benefits of the study and how their participation would make a difference. Participants were also of the data collection method such as questionnaires, interview guides, and document review guides. Conditions under which the collected data was accessed and who accessed. Participants were informed of their right to access the findings.

For the case of head teachers, permission to audio record the interview session was sought before the beginning of each session. The researcher explained to participants that their participation in the recording sessions were voluntary and if they feel uncomfortable to continue with the recording session after it had stated, they were free to notify the researcher so that the recording can be stopped.

By following all the above procedures;

The researcher began by obtaining an introductory letter from the Directorate of Postgraduate Training at Kabale University. The letter was then presented to the selected respondents. Following

the principle of informed consent, the researcher explained to the participants the whole issue about the study; the purpose of the study, the procedures to use during research, the risks and benefits of research, and explained to the participants that their participation was voluntary. The researcher treated participants with respect in the course of data collection to ensure that they retain self-esteem. Confidentiality, anonymity and safety were also assured to the participants. They were informed that the research was purely for academic purposes and their privacy would be safeguarded. To maintain anonymity, questionnaires did not provide option for respondent's names.

### **3.10 Limitations of the Study**

Limitations of the study are situations that may go beyond the control of the research in the study.

Financial problems. Given that the study took place during Covid-19 pandemic period, it was huge challenge to raise the full amount of money budgeted for the study. However, with support from family members and friends, a significant portion of the estimated budget was raised which became vital for covering costs of transport, printing, typing among others.

Some respondents claimed not to have enough time to respond to the question because of the nature of their work. However, the researcher explored with them flexible and convenient time when data collection would take place.

Some participants were not willing to easily disclose information due to suspicion since they were meeting the researcher for the first time. However, this problem was mitigated by convincing them that the information was for academic purposes. Also, creating a friendly atmosphere during interviews with participants helped ease the suspicion.

## CHAPTER FOUR

### RESULTS AND PRESENTATION

#### 4.1 Introduction

In this chapter, the key results are presented in two sections, the first section represents data for teachers and the second section represents data collected from female students. The findings from the teachers are presented in the form of tables, frequencies, pie charts and percentages and it covers demographic characteristics of respondents.

#### SECTION: I

#### 4.2 Socio-demographic characteristics of the teachers

The respondents were evaluated in terms of gender, type of the school, years they have been in the service and engagement with students during Covid-19 pandemic.

**Table 3: Teachers' bio data**

| Variable                    | Frequency (92) | Percentage (%) |
|-----------------------------|----------------|----------------|
| <b>Gender</b>               |                |                |
| Male                        | 59             | 64.1           |
| Female                      | 33             | 35.9           |
| <b>Total</b>                | <b>92</b>      | <b>100</b>     |
| <b>Type of school</b>       |                |                |
| Government                  | 27             | 29.3           |
| Private                     | 65             | 70.7           |
| <b>Total</b>                | <b>92</b>      | <b>100.0</b>   |
| <b>Years in the service</b> |                |                |
| Below 2 years               | 42             | 45.7           |

|                                 |           |              |
|---------------------------------|-----------|--------------|
| 3-5 years                       | 25        | 27.2         |
| 5-10 years                      | 21        | 22.8         |
| Above 10 years                  | 4         | 4.3          |
| <b>Total</b>                    | <b>92</b> | <b>100.0</b> |
| <b>Engagement with students</b> |           |              |
| Yes                             | 44        | 47.8         |
| No                              | 48        | 52.2         |
| <b>Total</b>                    | <b>92</b> | <b>100.0</b> |

#### 4.2.1 Sex of respondents

The sex of the respondents is showed in table 3 above with the majority (64.1%) of them being male teachers. The females (35.9 %) are less involved in the study maybe because of gender inequality. Males have always occupied most sector since there is still notion that teaching profession is for men. This shows that both males and females involved in the study.

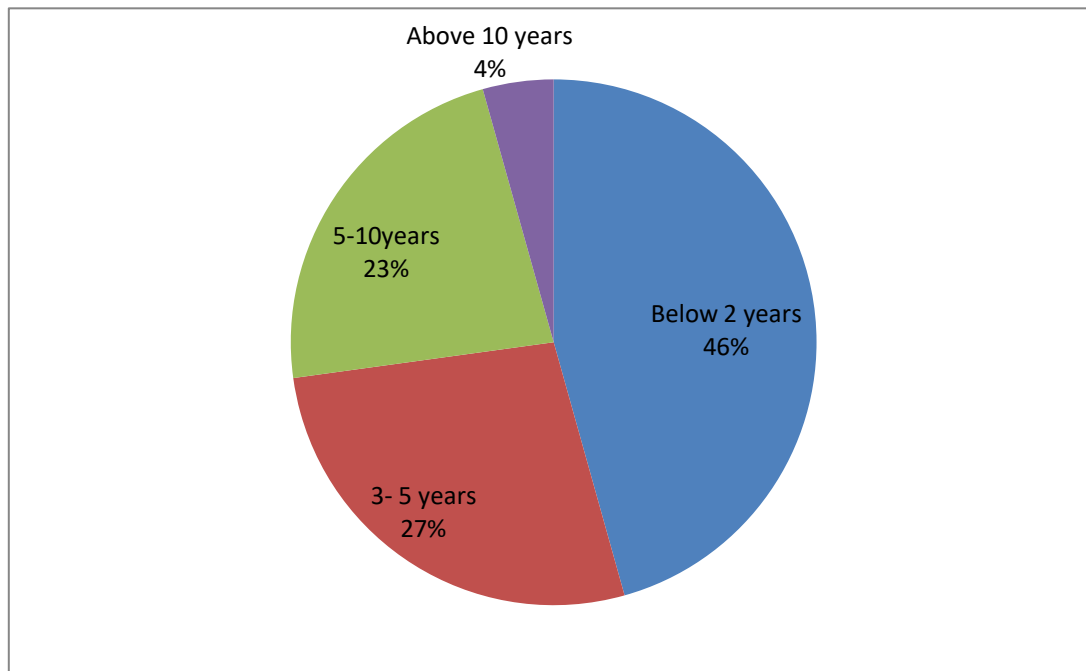
#### 4.2.2 Type of the school

From table 3 above, 29.3% of the respondents noted that they were teaching in government secondary schools and 70.7% were teaching in private secondary schools. This means that most of the respondents were teaching in private schools because most of the schools in the municipality are privately owned.

#### 4.2.3 Years in the service

Analysis of the year teacher had spent in the service, revealed that 45.7% had spent below 2 years in teaching profession, 27.2% had spent 3-5 years, 22.8% had spent 5-10 years and 4.3% had spent more than 10 years and above in teaching profession.

**Figure 2: Years spent in school**



#### **4.2.4 Engagement with students during COVID-19 pandemic**

It was revealed from the study that 47.8% of respondents noted that they have engaged with students during Covid-19 and 52.2% noted that they have not engaged with their students during the pandemic as shown above.

### **SECTION B: FEMALE STUDENTS ACADEMIC ACTIVITIES DURING COVID-19**

**Table 4: Teacher's Response on female students' academic activities during COVID-19**

| Variable   | Frequency (92) | Percentage (100%) |
|--|----------------|-------------------|
| In the current COVID-19 pandemic situation, it's not a challenge to plan for my female student academic work daily | 17             | 18.5              |
| Strongly agree   | 34             | 37.9              |
| Agree  | 17             | 18.5              |
| Undecided  | 12             | 13.0              |
| Disagree   | 12             | 13.0              |
| Strongly disagree  | 92             | 100.0             |

|              |  |  |
|--------------|--|--|
| <b>Total</b> |  |  |
|--------------|--|--|

**In the current COVID-19 pandemic situation am regularly monitoring my female student learning.**

|                   |           |      |
|-------------------|-----------|------|
| Strongly agree    | 8         | 8.7  |
| Agree             | 51        | 55.4 |
| Undecided         | 17        | 18.5 |
| Disagree          | 12        | 13.0 |
| Strongly disagree | 4         | 4.3  |
| <b>Total</b>      | <b>92</b> |      |
| <b>100</b>        |           |      |

**Learning is in the same way as before Covid-19 pandemic**

|                       |           |              |
|-----------------------|-----------|--------------|
| <b>Strongly agree</b> | 6         | 6.5          |
| Agree                 | 39        | 42.4         |
| Undecided             | 12        | 13.0         |
| Disagree              | 22        | 23.9         |
| Strongly Disagree     | 13        | 14.1         |
| <b>Total</b>          | <b>92</b> | <b>100.0</b> |

**Learning is convenient and flexible to female students**

|                |    |      |
|----------------|----|------|
| Strongly agree | 16 | 17.4 |
| Agree          | 37 | 40.2 |

|                    |           |              |
|--------------------|-----------|--------------|
| Undecided          | 24        | 26.1         |
| Disagree           | 10        | 10.9         |
| Strongly Disagreed | 5         | 5.4          |
| <b>Total</b>       | <b>92</b> | <b>100.0</b> |

**In the current Covid-19 pandemic, I have enough time to monitor female students**

|                   |           |              |
|-------------------|-----------|--------------|
| Strongly agree    | 17        | 18.5         |
| Agree             | 27        | 29.3         |
| Undecided         | 22        | 23.9         |
| Disagree          | 14        | 15.2         |
| Strongly Disagree | 12        | 13.0         |
| <b>Total</b>      | <b>92</b> | <b>100.0</b> |

**I am able to examine and assess female students in Covid-19 pandemic**

|                |    |      |
|----------------|----|------|
| Strongly agree | 16 | 17.4 |
| Agree          | 50 | 54.3 |



|                   |           |     |
|-------------------|-----------|-----|
| Undecided         | 12        |     |
| 13.0              |           |     |
| Disagree          | 8         | 8.7 |
| Strongly Disagree | 6         |     |
| 6.5               |           |     |
| <b>Total</b>      | <b>92</b> |     |
| <b>100.0</b>      |           |     |

**My female students are able to have regular class discussions in Covid-19 pandemic period.**

|                   |           |      |
|-------------------|-----------|------|
| Strongly agree    | 10        |      |
| 10.9              |           |      |
| Agree             | 35        |      |
| 38.0              |           |      |
| Undecided         | 20        |      |
| 21.7              |           |      |
| Disagree          | 15        | 16.3 |
| Strongly Disagree | 12        |      |
| 13                |           |      |
| <b>Total</b>      | <b>92</b> |      |
| <b>100.0</b>      |           |      |

**My female students are able to attend classes both mentally and physically in Covid-19 pandemic**

|                   |           |      |
|-------------------|-----------|------|
| Strongly agree    | 27        |      |
| 29.3              |           |      |
| Agree             | 37        |      |
| 40.2              |           |      |
| Undecided         | 1         |      |
| 1.1               |           |      |
| Disagree          | 20        | 21.7 |
| Strongly Disagree | 7         | 7.6  |
| <b>Total</b>      | <b>92</b> |      |
| <b>100.0</b>      |           |      |

From the above table, 18.5% of the respondents strongly agreed with the statement that in the current Covid-19 pandemic situation, they plan academic work daily, 37.9% agreed, 18.5% undecided, 13% strongly disagreed respectively. The study showed that 8.7% of participants strongly agreed that in the current Covid-19 pandemic situation, teachers are regularly monitoring their learning, 55.4% agreed, 18.5% undecided, 13.0% disagreed and only 4.3% strongly disagreed.

The study revealed that 6.5% of the respondents noted that they strongly agreed that they learn in the same way as before the pandemic, 42% agreed, 23% undecided, 23.9% disagreed and 14.1% strongly disagreed.

The study further revealed that 17.4% of the respondents noted that learning is convenient and flexible to female students, 40.2% agreed, 26.1% undecided, 10.9% agreed and 5.4% of the respondents strongly disagreed. The study revealed that 18.5% noted that in the current Covid-19 pandemic, they have enough time to monitor students, 29.3% agreed, 23.9% undecided, 15.2% disagreed and 13% strongly disagreed. The findings also showed that a significant percentage of respondents agreed with the statement that they are able to examine and assess female students in Covid-19 pandemic with 54.3%, 17.4% strongly agreed, 13.0% undecided, 8.7% agreed and 6.5% strongly disagreed. But the study also revealed that female students were not able to have regular

class discussions during the pandemic. In terms of responses, it comprises 10.9% strongly agreed, 38.0% agreed, 21.7% undecided, 16.3% disagreed and 13% strongly disagreed.

And lastly the study discovered that 29.3% noted that students are able to attend classes physically during the pandemic. Statistically, 40.2% agreed, 1.1% undecided, 21.7% disagreed and 7.6% strongly disagreed. This is interpreted to mean that some the respondents were able to examine and assess female students during the pandemic period. This could be a result that the government allowed for intermittent reopening of schools during the lockdown which allowed for engagement of students.

The above findings were supplemented by responses from the interview sessions. During one of the sessions, a male headteacher of a secondary school was asked whether they regularly monitor female students learning in the pandemic period. In response, he stated

This was not much encouraged by the SOPs since movements and close interactions were limited. So, students monitor themselves when they are at home, it is the responsibility of their parents to monitor them, for us we monitor them when they are at school, though it's our responsibility to ensure that our students are safe during Covid-19 lockdown.

Further, from another interview session, a female head teacher was asked whether female students were able to have regular class discussions during the pandemic period. In response, she stated

Although students' discussions in class to promote learning was encouraged during the pandemic, it was not easy for teachers to facilitate that process on many occasions due to school closures. There were also a lot of restrictions which made it difficult for the teachers or even the schools to promote students group discussions. One of the restrictions was that of avoiding gathering and keeping social distance.

From the female participant above, we can conclude that although the government tried to ensure continuity of teaching and learning in some instances during the pandemic, student groups learnings were heavily restricted. Since girls learn a lot from peer interactions during activities such as groups exchanges and discussions, the absence of such socialization mechanisms certainly affected their learning more than that of boys.

Asked to give an overview of teaching and learning during the pandemic, one of the head teachers noted that Covid-19 pandemic has been a serious hindrance. This is because most students were studying from home and as a result, some were exposed to negative habits in their communities such as participating in ‘useless’ games on their computers, spending too much time on social media sites such Facebook and WhatsApp which had not relevance to academic contents.

Amplifying the voice of the participants, a female head teacher argued that

It is hard to find students gathering and discussing together in their homes because they are in different classes and they are studying different things” Teachers continue sending notes to their students to make them busy at their homes instead of engaging in dubious activities. However, monitoring them was a problem.

Another head teacher noted that female students were engaging in co-curriculum activities before the pandemic. However, when they were sent home due to the pandemic, they were advised by the community leaders and the parents that such activities risk exposing them to Covid-19 virus. So, some students completely abandoned it while others continued on minimal scale.

One of the head teachers who has been in the office since 2016 was asked about female students’ retention and enrollment in this period. He observed that students have been integrated and engaged in the school setting and his school has retained their students with minimum departure. However, the number of students enrolling after resumption of schools in 2022 is expected to improve since many learners would be rushing to enroll.

When asked about how girls navigated the pandemic period, a female head teacher retorted with expression of concerns. According to this participant, girls were more affected by the pandemic lockdown. She stated

It clearly that girls were more venerable to lots of negative situations in society compared to boys. This is because, being out of school exposed the girls to several dangers such as being sexually assaulted which has led to any getting pregnant. Now this is a problem because we are under instructions from the Ministry of Education not to allow pregnant girls into the gates of schools.

Further, another head teacher gave the strategies they used to minimize the spread of the pandemic.

He stated that sensitizing student to wash their hands with soap, wearing of masks, social distance and immunization programs were promoted in school. This was not very effective because some students either would forget to follow the guidelines or were deliberately refusing to follow it.

Head teachers further revealed how Covid-19 affected education sector. They suggest that the closure of education for close to two years has negatively affected schools' development plans which were laid down before the pandemic. So, when the pandemic ends, then schools will have to start again. This is not going to be easy, said one of the participants. Participants also revealed that the lack of student to teacher interaction has led students to feel less passionate about education. This leaves students to turn in half-completed assignments, get the answers from their friends in class. It seems that education has become less important to students due to the pandemic.

Another participant noted that the school has explored various modes of education service delivery to ensure continuity. He stated that

what at first seemed like a temporary, emergency precaution measure quickly gave way to a new normal, right now teachers are transitioning to online in such a short period of time. This is really tricky to cope with. The quick shift to digital teaching and online assessments brought new experiences to both teachers and students and this will also provide opportunities for teachers to learn new skills.

However, another participant viewed technology in terms of limitations. He stated

When considering limited access to technologies such as radio, television, computers, and the internet, the situation is even worse. These factors leave many students unable to engage in remote learning. Though the government has renewed focus to increase digital learning and literacy for both the teachers and the students, widespread challenges remain.

In terms of regular interaction, a male teacher argued that other aspect of psychosocial needs interrupted students' engagement. He stated

There has been a worsening of mental health as a result of school closures. Many students faced feelings of anxiety, stress, isolation, and depression as they were unable to resume their everyday lives and socialize freely after school reopening.

Under this situation, it was not possible for many students to socialize which would result to group discussions of academic matters.

Finally, another participant reasoned that the prolong closure of schools has widened gender inequality gap in education. In her opinion, gender disparities rates in school completion will increase since girls are at increased risk of not returning to school after lockdown because many will likely be tasked with income-generating activities or caregiving to their ailing family members. Since the government is planning a full reopening of schools, there is need to design appropriate measure that prioritizes the many needs and challenges of girls.

### **SECTION C: CO-CURRICULAR ACTIVITIES OF FEMALE STUDENTS DURING COVID-19 PANDEMIC**

**Table 5: Response on co-curricular activities of female students during female Covid-19**

| <b>Variable</b>   | <b>Frequency (92)</b> | <b>Percentage (100%)</b> |
|---|-----------------------|--------------------------|
| <b>Am able to arrange extracurricular activities in Covid-19 pandemic</b> |                       |                          |
| Strongly agree  | 31                    | 33.7                     |
| Agree   | 33                    | 35.9                     |
| Undecided   | 9                     | 9.8                      |
| Disagree  | 8                     | 8.7                      |
| Strongly disagree   | 11                    | 12.0                     |
| <b>Total</b>  | <b>92</b>             | <b>100.0</b>             |

|  |    |      |
|--|----|------|
| <b>Female students conveniently participate in sports in this Covid-19 pandemic.</b> |    |      |
| Strongly agree   | 5  | 5.4  |
| Agree  | 43 | 46.7 |

|                   |           |      |
|-------------------|-----------|------|
| Undecided         | 27        | 29.3 |
| Disagree          | 10        | 10.9 |
| Strongly disagree | 7         | 7.6  |
| <b>Total</b>      | <b>92</b> |      |
| <b>100</b>        |           |      |

|   |           |      |
|---|-----------|------|
| <b>Female students are able to participate in school events in Covid-19 pandemic.</b> |           |      |
| Strongly agree  | 5         | 5.4  |
| Agree   | 51        |      |
| 55.4  |           |      |
| Undecided   | 19        |      |
| 20.7  |           |      |
| Disagree  | 4         | 4.3  |
| Strongly disagree   | 13        | 14.1 |
| <b>Total</b>  | <b>92</b> |      |
| <b>100.0</b>  |           |      |

|   |    |  |
|---|----|--|
| <b>Female students continue to have debates even in this Covid-19 pandemic.</b> |    |  |
| Strongly agree  | 23 |  |
| 25.0  |    |  |
| Agree   | 31 |  |
| 33.7  |    |  |

|                   |           |      |
|-------------------|-----------|------|
| Undecided         | 17        |      |
| 18.5              |           |      |
| Disagree          | 11        | 12.0 |
| Strongly Disagree | 10        |      |
| 10.9              |           |      |
| <b>Total</b>      | <b>92</b> |      |
| <b>100.0</b>      |           |      |

|   |           |     |
|---|-----------|-----|
| <b>Our students school clubs are operational in the covid-19 pandemic period.</b> |           |     |
| Strongly agree  | 12        |     |
| 23.9  |           |     |
| Agree   | 45        |     |
| 48.9  |           |     |
| Undecided   | 9         |     |
| 9.8   |           |     |
| Disagree  | 3         | 3.3 |
| Strongly Disagree   | 13        |     |
| 14.1  |           |     |
| <b>Total</b>  | <b>92</b> |     |
| <b>100.0</b>  |           |     |

|   |  |  |
|---|--|--|
| <b>Female students continue to engage in essay writing program even in the pandemic period.</b> |  |  |
|---|--|--|



|                   |           |     |
|-------------------|-----------|-----|
| Strongly agree    | 24        |     |
| 26.1              |           |     |
| Agree             | 35        |     |
| 64.1              |           |     |
| Undecided         | 20        |     |
| 21.7              |           |     |
| Disagree          | 7         | 7.6 |
| Strongly Disagree | 6         |     |
| 6.5               |           |     |
| <b>Total</b>      | <b>92</b> |     |
| <b>100</b>        |           |     |

|  |    |      |
|--|----|------|
| <b>Female students are able to arrange for sports at school ground during the pandemic</b> |    |      |
| Strongly agree   | 25 |      |
| 27.2   |    |      |
| Agree  | 40 |      |
| 43.5   |    |      |
| Undecided  | 8  |      |
| 8.7  |    |      |
| Disagree   | 11 | 12.0 |
| Strongly Disagree  | 8  |      |
| 8.7  |    |      |

|              |           |
|--------------|-----------|
| <b>Total</b> | <b>92</b> |
| <b>100.0</b> |           |

|   |           |      |
|---|-----------|------|
| <b>School co-curricular activities are operating like before Covid-19 pandemic.</b> |           |      |
| Strongly agree  | 20        |      |
| 21.7  |           |      |
| Agree   | 44        |      |
| 47.8  |           |      |
| Undecided   | 1         |      |
| 1.1   |           |      |
| Disagree  | 14        | 12.2 |
| Strongly Disagree   | 13        |      |
| 14.1  |           |      |
| <b>Total</b>  | <b>92</b> |      |
| <b>100.0</b>  |           |      |

From the above table, 33.7% of the respondents strongly agreed with the statement that they are able to arrange extra-curricular activities during the pandemic period, 35.9% agreed, 9.8% undecided, 8.7% disagreed and 12.0% strongly disagreed. The study showed that 5.4 % strongly agreed that female students conveniently participate in sports in this Covid-19 pandemic, 46.7% agreed, 29.3% undecided, 10.9% disagreed and only 7.6% strongly disagreed. The findings further revealed that 5.4% of the female students are able to participate in school events in Covid-19 pandemic, 55.4% agreed, 20.7% undecided, 4.3% disagreed and 14.1% strongly disagreed.

The study revealed that 25% of the respondents noted that students continue to have debates even in this pandemic period. 33.7% agreed, 18.5% undecided, 12% disagreed and 10.9% of the

respondents strongly disagreed. It also revealed that 23% of the respondents noted that students school clubs are operational in the Covid-19 pandemic period, 48.9% agreed, 9.8% undecided, 3.3% disagreed and 14.1% strongly disagreed. The study revealed that 23.9% noted that the biggest percentage of respondents noted that female students continue to engage in essay writing program even in the pandemic period (64.1%), 26.1% strongly agreed, 21.7% disagreed, 6.5% strongly disagreed as indicated in the above table.

The study further revealed that 27.2% of participants noted that female students are able to arrange for any sport at school and perform it during the pandemic, 43.5% agreed, 8.7% undecided, 12.0% disagreed and 8.7% strongly disagreed. And lastly the study revealed that 21.7% noted that School co-curricular activities are operating like before Covid-19 pandemic, 47.8% agreed, 1.1% undecided 12.2% disagreed and 14.1% strongly disagreed.

One of the head teachers was asked whether female students continue to engage in essay writing program even in the pandemic period. He noted that students write essays while at home and they are marked by teachers. The above findings are link to response by another headteacher who stated that sending notes to students kept them busy at their homes instead of being idle.

Head teachers were further asked whether “school co-curricular activities are operating like before Covid-19 pandemic. In answering, head teachers’ responses varied because some said yes while others said no, which meant that some school-co-curricular activities were operating as was before Covid-19 pandemic. For instance, a male head teacher stated that

Covid-19 disorganised us since government could not allow students to engage in co-curricular activities in first phase of school reopening in fear of spreading Covid-19 among others. This became a challenge since students wanted such activities. It was not easy to stop them completely.

## **SECTION D: RETENTION AND ENROLMENT OF FEMALE STUDENTS DURING Covid-19**

**Table 6: Teacher’s response on retention and enrolment of female students during Covid-19**

| <b>Variable</b>  | <b>Frequency (92)</b> | <b>Percentage (100%)</b> |
|--|-----------------------|--------------------------|
| <b>Female students have regular interactions for positive growth</b> |                       |                          |
| Strongly agree   | 15                    | 16.3                     |
| Agree  | 33                    | 35.9                     |
| Undecided  | 26                    | 28.3                     |
| Disagree   | 16                    | 17.4                     |
| Strongly disagree  | 2                     | 2.2                      |
| <b>Total</b>   | <b>92</b>             | <b>100.0</b>             |

|  |           |            |
|--|-----------|------------|
| <b>Female students show satisfaction to their intellectual development since they re-enrolled after Covid-19 pandemic.</b> |           |            |
| Strongly agree   | 33        | 35.9       |
| Agree  | 26        | 28.3       |
| Undecided  | 19        | 20.7       |
| Disagree   | 7         | 7.6        |
| Strongly disagree  | 7         | 7.6        |
| <b>Total</b>   | <b>92</b> | <b>100</b> |

|  |
|--|
| <b>Female students' relationship with their classmates in this Covid-19 pandemic is satisfying</b> |
|--|

|                   |           |      |
|-------------------|-----------|------|
| Strongly agree    | 25        |      |
| 27.2              |           |      |
| Agree             | 46        |      |
| 50.0              |           |      |
| Undecided         | 6         |      |
| 6.5               |           |      |
| Disagree          | 10        | 10.9 |
| Strongly Disagree | 5         |      |
| 5.4               |           |      |
| <b>Total</b>      | <b>92</b> |      |
| <b>100.0</b>      |           |      |

|  |    |     |
|--|----|-----|
| <b>Female students are confident with their decision of choosing this school</b> |    |     |
| Strongly agree   | 34 |     |
| 37.0   |    |     |
| Agree  | 37 |     |
| 40.2   |    |     |
| Undecided  | 9  |     |
| 9.8  |    |     |
| Agree  | 5  | 5.4 |
| Disagree   | 7  |     |
| 7.6  |    |     |

|              |           |  |
|--------------|-----------|--|
| <b>Total</b> | <b>92</b> |  |
| <b>100.0</b> |           |  |

|   |           |      |
|---|-----------|------|
| <b>Female students' nonacademic interactions with teachers are positive to my aspirations</b> |           |      |
| Strongly agree  | 18        |      |
| 19.6  |           |      |
| Agree   | 41        |      |
| 44.6  |           |      |
| Undecided   | 14        |      |
| 15.2  |           |      |
| Agree   | 14        | 15.2 |
| Disagree  | 5         |      |
| 5.4   |           |      |
| <b>Total</b>  | <b>92</b> |      |
| <b>100.0</b>  |           |      |

|   |    |      |
|---|----|------|
| <b>Female students are committed to complete their high school studies in this school</b> |    |      |
| Strongly agree  | 10 | 10.9 |
| Agree   | 47 |      |
| 51.1  |    |      |
| Undecided   | 13 |      |
| 14.1  |    |      |

|  |           |              |
|--|-----------|--------------|
| Disagree   | 10        | 10.9         |
| Strongly Disagree  | 12        | 13.0         |
| <b>Total</b>   | <b>92</b> | <b>100.0</b> |
| <b>Female students are determined to perform well even in this Covid-19 pandemic</b> |           |              |
| Strongly agree   | 5         | 5.4          |
| Agree  | 37        | 40.2         |
| Undecided  | 38        | 41.3         |
| Disagree   | 9         | 9.8          |
| Strongly Disagree  | 3         | 3.3          |
| <b>Total</b>   | <b>92</b> | <b>100.0</b> |

**Female students are persistent to all difficulties to study from this school until they finish**

|                |           |      |
|----------------|-----------|------|
| Strongly agree | 8         |      |
| 8.7            |           |      |
| Agree          | 38        |      |
| 41.3           |           |      |
| Undecided      | 22        |      |
| 23.9           |           |      |
| Agree          | 22        | 23.9 |
| Disagree       | 2         |      |
| 2.2            |           |      |
| <b>Total</b>   | <b>92</b> |      |
| <b>100.0</b>   |           |      |

From the above table, 16.3 % of the respondents strongly agreed with the statement that female students have regular interactions for positive growth, 35.9% agreed, 28.3% undecided, 17.4% disagreed and 2.2% strongly disagreed. The study showed that 35.9% noted that female students show satisfaction to their intellectual development since they re-enrolled after Covid-19 pandemic, 28.3% of the respondents agreed, 20.7% undecided, 7.6% disagreed and 7.6% strongly disagreed. The further revealed that 27% of the female students strongly agreed that female student's relationship with their classmates in this Covid-19 pandemic is satisfying, 50% agreed, 6.5% undecided, 10.9% strongly disagreed. The study further revealed that 37% of the respondents noted that female students are confident with their decision of choosing this school, 40.2% agreed, 9.8% undecided, 5.4% disagreed and 7.6% strongly disagreed. The study further revealed that 19.6% noted that female students' non-academic interactions with teachers are positive to my aspirations (strongly agreed), 44.6% agreed, 15.2% undecided, 15.2% disagreed and 5.4% strongly disagreed. The study revealed that 10.9% noted that female students are committed to complete their high school studies in this school, 51.1% agreed, 14.1% undecided, 10.9% disagreed and 13.0% strongly disagreed. The study revealed that 5.4%% noted



that female students are determined to perform well even in this Covid-19 pandemic, 40.2% agreed, 41.3% undecided, 9.8% disagreed and 3.3% strongly disagreed.

And lastly, the study revealed that 8.7% % noted that female students are persistent to all difficulties to study from this school until they finish, 41.3% agreed, 23.3% undecided, 23.9% disagreed and 2.2% strongly disagreed.

### **Relationship between retention and enrolment of female students during Covid-19**

|           | Retention           |      | Enrolment |
|-----------|---------------------|------|-----------|
| Retention | Pearson Correlation | 1    | .004      |
|           | Sig. (2-tailed)     |      | .969      |
|           | N                   | 92   | 92        |
| Enrolment | Pearson Correlation | .004 | 1         |
|           | Sig. (2-tailed)     | .969 |           |
|           | N                   | 92   | 92        |

Correlation co-efficient is significant at the 0.01 level (2-tailed).

The findings in Table 4 revealed a significant relationship retention and enrolment of female students during Covid-1 ( $p=.000<0.01$  at  $r=.004$ ). Findings from the study showed that retention and enrolment are positively related to each other ( $r=.004$ ,  $P<0.01$ ). Since the P value is less than the level of significance 0.01, then the hypothesis is accepted and concluded that there is a significant statistical relationship between retention and enrolment of female students. This implies that female students show satisfaction to their intellectual development since they re-enrolled after Covid-19 pandemic

## Section 11

### 4.3 Socio-demographic characteristics of the students

The respondents were evaluated in terms of age, type of school and the class they are and results are presented here below:

**Table 7: Response on bio data information**

| <b>Variable</b> | <b>Frequency (228)</b> | <b>Percentage (%)</b> |
|-----------------|------------------------|-----------------------|
| <b>Age</b>      |                        |                       |
| Below 12 years  | 74                     | 32.5                  |
| 12-15 years     | 97                     | 42.5                  |
| 16-20 years     | 57                     | 25.0                  |
| <b>Total</b>    | <b>228</b>             | <b>100.0</b>          |

#### 4.3.1 Age of respondents

The age of the respondents shown in table 4 above with the majority (42.5 %) of respondents was between 12- 15 years, 32.5% were below 12 years and only 25% were between 16-20 years. This shows that majority of the respondents were between 15- years and were mostly in O-level.

|                       |            |              |
|-----------------------|------------|--------------|
| <b>Type of school</b> |            |              |
| Government            | 20         | 42.0         |
| Private               | 208        | 46.0         |
| <b>Total</b>          | <b>228</b> | <b>100.0</b> |

#### 4.3.2 Type of the school

From table 4 above, 42% of the respondents where in government school and 46% were in private school.

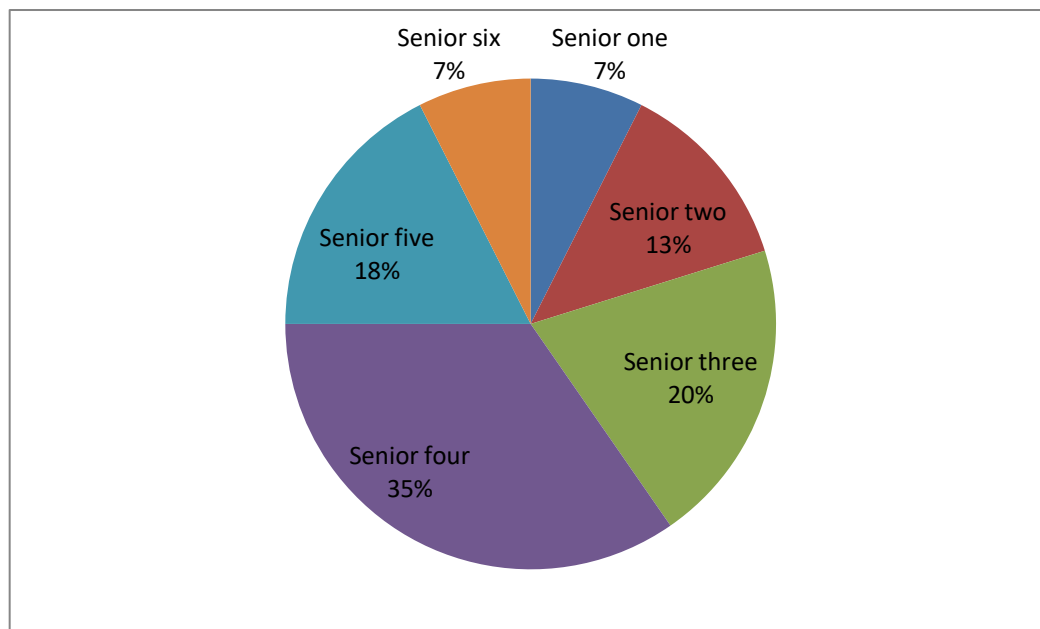
|              |
|--------------|
| <b>Class</b> |
|--------------|

|              |            |              |
|--------------|------------|--------------|
| Senior one   | 17         | 7.5          |
| Senior two   | 29         | 12.7         |
| Senior three | 46         | 20.2         |
| Senior four  | 79         | 34.6         |
| Senior five  | 40         | 17.5         |
| Senior six   | 17         | 7.5          |
| Total        | <b>228</b> | <b>100.0</b> |

#### 4.3.3 Class of respondents

From the table 4 above, it was revealed that 7.5% of students were in senior one, 12.7% were in senior two, 20.2% were in senior three, 34.6% were in senior four, 17.5% were in senior five and only 7.5% were in senior six as shown above.

**Figure 3: Class of respondents**



## SECTION B: ACADEMIC ACTIVITIES DURING COVID-19 PANDEMIC

**Table 8:** Response on academic activities during Covid-19 pandemic

| Variable  | Frequency (228) | Percentage (100%) |
|---|-----------------|-------------------|
| <b>In the current Covid-19 pandemic situation, I can plan my academic</b> |                 |                   |
| Strongly agree  | 12              | 5.3               |
| Agree   | 16              | 7.0               |
| Undecided   | 68              | 29.8              |
| Disagree  | 115             | 50.4              |
| Strongly disagree   | 17              | 12.0              |
| <b>Total</b>  | <b>228</b>      | <b>100.0</b>      |

|   |            |            |
|---|------------|------------|
| <b>In the current Covid-19 pandemic situation my teachers are regularly monitoring my learning.</b> |            |            |
| Strongly agree  | 9          | 3.9        |
| Agree   | 12         | 5.3        |
| Undecided   | 52         | 22.8       |
| Disagree  | 132        | 57.9       |
| Strongly disagree   | 23         | 10.1       |
| <b>Total</b>  | <b>228</b> | <b>100</b> |

|  |
|--|
| <b>I am learning in the same way as before Covid-19 pandemic</b> |
|--|

|                   |            |      |
|-------------------|------------|------|
| Strongly agree    | 10         | 4.4  |
| Agree             | 46         |      |
| 20.2              |            |      |
| Undecided         | 29         |      |
| 12.7              |            |      |
| Disagree          | 126        | 55.3 |
| Strongly Disagree | 17         | 3.9  |
| <b>Total</b>      | <b>228</b> |      |
| <b>100.0</b>      |            |      |

|   |            |      |
|---|------------|------|
| <b>Learning is convenient and flexible in Covid-19 pandemic</b> |            |      |
| Strongly agree  | 13         | 5.7  |
| Agree   | 58         |      |
| 25.4  |            |      |
| Undecided   | 25         |      |
| 11.0  |            |      |
| Disagree  | 123        | 53.9 |
| Strongly Disagree   | 9          | 4    |
| <b>Total</b>  | <b>228</b> |      |
| <b>100</b>  |            |      |

|  |
|--|
| <b>I have enough time for self-study</b> |
|--|

|                             |            |      |
|-----------------------------|------------|------|
| <b>in Covid-19 pandemic</b> |            |      |
| Strongly agree              | 16         |      |
| 7.0                         |            |      |
| Agree                       | 33         |      |
| 14.5                        |            |      |
| Undecided                   | 38         |      |
| 16.7                        |            |      |
| Disagree                    | 70         | 30.7 |
| Strongly Disagree           | 71         |      |
| 31.1                        |            |      |
| <b>Total</b>                | <b>228</b> |      |
| <b>100.0</b>                |            |      |

|   |    |      |
|---|----|------|
| <b>I am able to be examined and assessed<br/>in Covid-19 pandemic</b> |    |      |
| Strongly agree  | 8  |      |
| 3.5   |    |      |
| Agree   | 14 |      |
| 6.1   |    |      |
| Undecided   | 83 |      |
| 36.4  |    |      |
| Disagree  | 75 | 32.9 |

|                   |            |  |
|-------------------|------------|--|
| Strongly Disagree | 48         |  |
| 21.1              |            |  |
| <b>Total</b>      | <b>228</b> |  |
| <b>100.0</b>      |            |  |

|   |            |      |
|---|------------|------|
| <b>I am able to have regular class discussions<br/>in Covid-19 pandemic period.</b> |            |      |
| Strongly agree  | 13         |      |
| 5.7   |            |      |
| Agree   | 8          |      |
| 3.5   |            |      |
| Undecided   | 49         |      |
| 21.5  |            |      |
| Disagree  | 73         | 32.0 |
| Strongly Disagree   | 85         |      |
| 37.3  |            |      |
| <b>Total</b>  | <b>228</b> |      |
| <b>100.0</b>  |            |      |

|   |   |     |
|---|---|-----|
| <b>I am able to attend classes both mentally and<br/>emotionally in Covid-19 pandemic</b> |   |     |
| Strongly agree  | 9 | 3.9 |

|                   |            |      |
|-------------------|------------|------|
| Agree             | 24         |      |
| 10.5              |            |      |
| Undecided         | 74         | 32.5 |
| Disagree          | 115        | 50.4 |
| Strongly Disagree | 6          | 2.6  |
| <b>Total</b>      | <b>228</b> |      |
| <b>100.0</b>      |            |      |

From the above table, 3.9 % of the respondents strongly agreed with the statement that in the Covid-19 pandemic situation, they can plan Covid-19academic, 10.5% agreed, 32.5% undecided, 50.4% disagreed and 2.6% strongly disagreed. The study showed that 3.9% of respondents noted that in the current covid19 pandemic situation their teachers are regularly monitoring my learning, 5.3% agreed, 22.8% undecided, 57.9% disagreed and 10.1%. The further revealed that 4.4% of the female student respondents strongly agreed that they learn in the same way as before Covid-19 pandemic, 20.2% agreed, 12.7% undecided, 55.3% disagreed and 3.9% strongly disagreed. The study revealed that 5.7% of the respondents noted that learning is convenient and flexible in Covid-19 pandemic, 25.4% agreed, 11.0% undecided, 53.9% disagreed and 4.0% strongly disagreed. The study further revealed that 7.0 % of respondents strongly agreed that they have enough time for self-study during the pandemic, 14.5% agreed, 16.7% undecided, 30.7% disagreed and 31.1% strongly disagreed. The study revealed that 3.5% of respondent strongly agreed that they were able to be examined and assess in Covid-19 pandemic, 6.1% agreed, 36.4% undecided, 32.9% disagreed and 21.1% strongly disagree. The study further revealed that 5.7%% of respondents noted that they are able to have regular class discussions in Covid-19 pandemic, 3.5% agreed, 21.5% undecided, 32.0% disagreed and 37.3% strongly disagreed.

And lastly the study revealed that 3.9% of respondents noted that they are able to attend classes both mentally and emotionally during the pandemic, 3.9% strongly agreed, 10.5% agreed, 32.5% undecided, 50.4% disagreed and 2.6% strongly agreed.



**SECTION C: STUDENTS EXPERIENCES OF CO-CURRICULAR ACTIVITIES  
DURING COVID-19**

**Table 9:** Response on students' experiences of co-curricular activities during Covid-19

| <b>Variable</b>   | <b>Frequency (228)</b> | <b>Percentage<br/>(100%)</b> |
|---|------------------------|------------------------------|
| <b>I am able to arrange for extra activities<br/>in Covid-19 pandemic</b> |                        |                              |
| Strongly agree  | 10                     | 4.4                          |
| Agree   | 10                     | 4.4                          |
| Undecided   | 83                     | 36.4                         |
| Disagree  | 116                    | 50.9                         |
| Strongly disagree   | 9                      | 3.9                          |
| <b>Total</b>  | <b>228</b>             | <b>100.0</b>                 |

|   |            |            |
|---|------------|------------|
| <b>I conveniently participate in sports<br/>during Covid-19 pandemic period</b> |            |            |
| Strongly agree  | 4          | 1.8        |
| Agree   | 13         | 5.7        |
| Undecided   | 73         | 32.0       |
| Disagree  | 121        | 53.1       |
| Strongly disagree   | 17         | 7.5        |
| <b>Total</b>  | <b>228</b> | <b>100</b> |

|  |    |     |
|--|----|-----|
| <b>I am able to participate in school events<br/>in Covid-19 pandemic period</b> |    |     |
| Strongly agree   | 12 | 5.3 |

|                   |            |      |
|-------------------|------------|------|
| Agree             | 68         | 29.8 |
| Undecided         | 57         | 25.0 |
| Disagree          | 82         | 36.0 |
| Strongly disagree | 9          | 3.9  |
| <b>Total</b>      | <b>228</b> |      |
| <b>100.0</b>      |            |      |

|   |            |     |
|---|------------|-----|
| <b>We have continued to have debates even in this pandemic period</b> |            |     |
| Agree   | 58         |     |
| 25.4  |            |     |
| Undecided   | 113        |     |
| 49.6  |            |     |
| Disagree  | 48         |     |
| 21.1  |            |     |
| Strongly Disagree   | 9          | 3.9 |
| <b>Total</b>  | <b>228</b> |     |
| <b>100.0</b>  |            |     |

|  |     |      |
|--|-----|------|
| <b>Our school clubs operate in the pandemic period</b> |     |      |
| Agree  | 58  | 25.4 |
| Undecided  | 109 | 47.8 |

|                   |            |      |
|-------------------|------------|------|
| Disagree          | 47         | 20.6 |
| Strongly disagree | 14         | 6.1  |
| <b>Total</b>      | <b>228</b> |      |
| <b>100.0</b>      |            |      |

|  |            |              |
|--|------------|--------------|
| <b>Our essay writing program is operational in the pandemic period</b> |            |              |
| Agree  | 33         |              |
| 14.5   |            |              |
| Undecided  | 52         | 22.8         |
| Agree  | 143        | 62.7         |
| <b>Total</b>   | <b>228</b> | <b>100.0</b> |

|   |            |      |
|---|------------|------|
| <b>I am able to arrange for any sport at school and perform it in this pandemic</b> |            |      |
| Strongly agree  | 46         | 20.2 |
| Agree   | 95         | 41.7 |
| Undecided   | 63         | 27.6 |
| Disagree  | 24         | 10.5 |
| <b>Total</b>  | <b>228</b> |      |
| <b>100.0</b>  |            |      |

|   |  |  |
|---|--|--|
| <b>Our co-curricular activities are operating like before Covid-19 pandemic</b> |  |  |
|---|--|--|

|                   |            |     |
|-------------------|------------|-----|
| Agree             | 50         |     |
| 21.9              |            |     |
| Undecided         | 118        |     |
| 51.8              |            |     |
| Disagree          | 47         |     |
| 20.6              |            |     |
| Strongly Disagree | 13         | 5.7 |
| <b>Total</b>      | <b>228</b> |     |
| <b>100.0</b>      |            |     |

From the above table, 4.4 % of the respondents strongly agreed with the statement that they are able to arrange for extra activities, 4.4% agreed, 36.4% undecided, 50.9% disagreed and 3.9% strongly disagreed. The study showed that 1.8% noted that they conveniently participate in sports during Covid-19 pandemic period 5.7% agreed, 32.0% undecided, 12.1% disagreed and 7.5% strongly disagreed. The study showed that 5.3% of respondents strongly agreed that they have continued to participate in school events in Covid-19 pandemic, 29.8% agreed, 25.0% undecided, 36.0% disagreed and 3.9% strongly disagreed. The further revealed that 25.4% of the female students strongly agreed that they have continued to have debates even in this pandemic period 49.6% undecided, 21.1% disagreed and 3.9% strongly disagreed. The study further revealed that 25.4% of respondents agreed that their school clubs operate in the pandemic period, 47.8% undecided, 20.6% disagreed and 6.1% strongly disagreed.

The study further revealed that 14.5% of respondents agreed that essay writing was operational in the pandemic period, 22.8% were undecided and 62.7% disagreed. The study revealed that 20.2 % strongly agreed that they are able to arrange for any sport at school and perform it in this pandemic, 41.7% agreed, 27.6% undecided and 10.5% disagreed.

And lastly the study revealed that 21.9% of the respondents noted that co-curricular activities are operating like before Covid-19 pandemic, 51.8% undecided, 20.6% disagreed and 5.7% strongly disagreed.

#### **SECTION D: STUDENTS RETENTION AND ENROLLMENT DURING Covid-19**

**Table 10: Response on students' retention and enrollment during Covid-19**

| <b>Variable</b>  | <b>Frequency (228)</b> | <b>Percentage (100%)</b> |
|--|------------------------|--------------------------|
| <b>I have regular interactions with my teachers</b>  |                        |                          |
| Strongly agree   | 15                     | 6.6                      |
| Agree  | 18                     | 7.9                      |
| Undecided  | 82                     | 36.0                     |
| Disagree   | 107                    | 46.9                     |
| Strongly disagree  | 6                      | 2.6                      |
| <b>Total</b>   | <b>228</b>             | <b>100.0</b>             |
|  |                        |                          |
| <b>Am satisfied to my intellectual development since I re-enrolled after Covid-19 pandemic</b> |                        |                          |
| Strongly agree   | 47                     | 20.6                     |
| Agree  | 81                     | 35.5                     |
| Undecided  | 58                     | 25.4                     |

|                   |            |              |
|-------------------|------------|--------------|
| Disagree          | 35         | 15.4         |
| Strongly disagree | 7          | 3.1          |
| <b>Total</b>      | <b>228</b> | <b>100.0</b> |

|  |            |              |
|--|------------|--------------|
| <b>My relationship with fellow students during Covid-19 pandemic is satisfying</b> |            |              |
| Strongly agree   | 18         | 7.9          |
| Agree  | 43         | 18.9         |
| Undecided  | 89         | 39.0         |
| Disagree   | 61         | 26.8         |
| Strongly Disagree  | 17         | 7.5          |
| <b>Total</b>   | <b>228</b> | <b>100.0</b> |

|  |     |      |
|--|-----|------|
| <b>I am confident that I made a right decision of choosing this school</b> |     |      |
| Strongly agree   | 23  | 10.1 |
| Agree  | 32  | 14.0 |
| Undecided  | 134 | 58.8 |
| Disagree   | 39  | 17.1 |

|              |            |  |
|--------------|------------|--|
| <b>Total</b> | <b>228</b> |  |
| <b>100.0</b> |            |  |

|  |            |              |
|--|------------|--------------|
| <b>My non-academic interactions with teachers are positive to my aspirations</b> |            |              |
| Strongly agree   | 5          |              |
| 2.2  |            |              |
| Agree  | 49         |              |
| 21.5   |            |              |
| Undecided  | 111        |              |
| 48.7   |            |              |
| Disagree   | 56         |              |
| 24.6   |            |              |
| Strongly Disagree  | 7          |              |
| 3.1  |            |              |
| <b>Total</b>   | <b>228</b> | <b>100.0</b> |

|   |    |      |
|---|----|------|
| <b>I am committed to complete my high school level in this school</b> |    |      |
| Strongly agree  | 23 | 10.1 |
| Agree   | 27 |      |
| 11.8  |    |      |
| Undecided   | 88 | 38.6 |

|              |            |              |
|--------------|------------|--------------|
| Agree        | 82         |              |
| 36.0         |            |              |
| Disagree     | 8          | 3.5          |
| <b>Total</b> | <b>228</b> | <b>100.0</b> |

|  |            |              |
|--|------------|--------------|
| <b>I am determined to perform well</b> |            |              |
| Strongly agree                         | 11         | 4.8          |
| Agree                                  | 33         | 14.5         |
| Undecided                              | 128        | 56.1         |
| Disagree                               | 56         | 24.6         |
| <b>Total</b>                           | <b>228</b> | <b>100.0</b> |

|   |            |              |
|---|------------|--------------|
| <b>I am determined to persist all difficulties and study from this school until I finish my current level</b> |            |              |
| Strongly agree  | 20         | 8.8          |
| Agree   | 64         |              |
| 28.1  |            |              |
| Undecided   | 93         | 40.8         |
| Agree   | 48         | 21.1         |
| Disagree  | 3          | 1.3          |
| <b>Total</b>  | <b>228</b> | <b>100.0</b> |



From the above table, 6.6 % of the respondents strongly agreed with the statement they have regular interactions with my teachers for positive growth, 7.9% agreed, 36% undecided, 46.9% disagreed and 2.6% strongly disagreed. The study showed that 20.6% noted that they are satisfied to intellectual development since they re-enrolled after Covid-19 pandemic, 35.5% agreed, 25.4% undecided, 15.4% disagreed and 3.1% strongly disagreed. The study showed that 7.9% strongly agreed that they their relationship with fellow students during Covid-19 pandemic was satisfying 18.9% agreed 39% undecided, 26.8% agreed and 7.5% disagreed.

The study revealed that 10.1% of the female students strongly agreed that they are confident and made a right decision of choosing this school. The study further revealed that 2.2% strongly agreed that their non-academic interactions with teachers were positive to their aspirations, 21.5% agreed, 48.7%, 24.6% disagreed and 3.1% strongly disagreed. The study further revealed that 10.1% strongly agreed that they are committed to complete their high school level, 11.8% agreed, 38.6% undecided, 36% agreed and 35% disagreed. The study revealed that 4.8% strongly agreed that they are determined to perform well 14.5% agreed, 56.1% undecided and 24.6% disagreed.

And lastly the study revealed that 8.8% noted that they are determined to persist all difficulties and study from this school until they finish current level 28.1% agreed, 40.8% undecided, 21.1% agreed and 1% disagreed.

## **CHAPTER FIVE**

### **DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS**

#### **5.1 Introduction**

In this chapter, the study, summarized, drew conclusions and provided recommendations to relevant areas that needed more attention and further research. In this chapter, the discussions are presented in the order of first, second and third objectives as set out earlier in the introductory section of the dissertation. It is then followed by key recommendations that are specifically targeted at influencing education policy at national and school levels so as to ensure resumption to normality for students' learning. These recommendations can also be transferable to other contexts in Uganda. And finally, the chapter provides a conclusion to the study.

#### **Objective 1: Effects of Covid-19 pandemic on female Students' academic activities**

The first objective was to assess the effects of Covid-19 pandemic on female students' academic activities. Findings related to this objective revealed that 47.8% noted that they have engaged with students during Covid-19. This was in line with Ministry of Education and Sports report (2020) which revealed that although students were not physically attending classes but they were studying on online. However, Masonbrink & Hurley (2020) in their paper, advocating for children during the pandemic school closures revealed that with lockdown measures that the governments have implemented in many countries and stay at home recommendations, education sector was hit which forced many schools to send away their students and teachers' home. In Uganda, there were several efforts made by the government such as studying using the radio and television stations and also online education which ensured some continuity despite school closures.

The study also links with existing literature that have established the effects of Covid-19 pandemic on female students' academic activities. For example, Aslan & Pekince, (2021), Alvi and Gupta (2020) and Adnan (2020) have found out that the pandemic negatively affected students in terms of performance. Similarly Addae (2021), revealed that teenage pregnancy across sub-Saharan Africa could increase by as much as 65% as a result of school closures because of the Covid-19

pandemic. In agreement, some interview participants for my study were very concerned about young girls failing to resume school after reopening due to early pregnancy. For instance, a female participant succinctly stated

As educators, need to brace ourselves for a good number of girls who will not return to school due to pregnancy. As of now, the number is not yet clear. However, we see them in society and we also hear on news how girls are getting pregnant during this pandemic period.

The concern by the above participant corresponds with the literatures which expressed concerns over failures to resume studies for some students due to diverse stress caused by the pandemic (Nchogu et al., 2020; Cantemir, 2020; Nicola *et al.*, 2020). The post pandemic period will therefore pose a challenge to the education sector that policy makers need to prepare redress measures so that the sector is not overwhelmed.

The findings of this study links with other literature that show the devastating effects of the pandemic globally (Ozili, 2020; Mhlanga & Moloi, 2020; Okebukola *et al.*, 2020). Other studies contend that secondary schools had to fix their budgets and ensure that they put in place required facilities to prevent the transmission of Covid-19. Much as there is some literature explaining the state of Covid-19 pandemic in schools, more is needed to understand the influence of the pandemic on school retention for girls.

## **Objective 2: Effects of Covid-19 pandemic on female Students' co-curricular activities**

The outcome of this study aligns with the research that was carried out by Okebukola *et al.*, (2020). They revealed that Covid-19 lead to school dropout. Additionally, girls were portrayed to have high levels of individual regulated learning compared to boys during the pandemic (Areba, 2020). Further, girls were largely hindered by social problems compared to male counterparts. In the similar manner, Bacovic *et al.*, (2021) reveal that female students were disadvantaged by Covid-19 pandemic to the extent that even those active in sports registered a decline in such activities. In Kisoro, this study also revealed a decline in co-curricular activities which was directly linked to lockdown measures. According to study participants, prolong school closures disrupted sporting

activities which had a direct linkage to students' health. In the post pandemic period, co-curricular activities will stand out as an area of focus for schools.

Additionally, the findings from this study relates to the works of Lugonzo (2020) which examined the impact of *corona virus crisis on learners' social interaction in kenyan learning institution*. It is also linked to Tinto (1993) Integration Theory which contends that the best way for students' success are as a result of their social and academic commitment which subsequently leads to retention. The theory articulates that students' commitment on school social and academic systems determines their withdrawal or persistence towards the school setting. The theory also focuses on levels of commitment of the institution towards its students based on academic and social groups, which require that the school work to place student needs before the needs of the school. Tinto places institutional actions at the center of his theory, giving important focus to both academic and social actions constructed by the institution which are designed to aid students.

### **Objective 3: Influence of Covid-19 pandemic on female students' retention and enrollment**

Aji (2021), in his study on learning in times of lockdown: how Covid-19 pandemic is affecting girls education in India was found out that female students had engaged in illegal activities such as prostitution which could lead to early pregnancies, findings revealed that female students are regularly diverted to other activities. World Health Organization also indicates that the education of a girl child is being threatened given the increasing rates of teenage pregnancies. This was also evident in subsequent studies which revealed that there were increased teenage pregnancies in many parts of the world with Africa being the most affected. Findings revealed have proved to be in line with several research studies conducted such as the study by Bacovic *et al.*, (2021).

Further, the argument in this study is that the emergency caused by the Covid-19 pandemic could also roll back progress that has been made to achieve gender equality in education (cf. Cantemir, 2020). It has been reported that there was a sharp increase in the number of girls who would not be able to return to school after the pandemic (cf. Darso (2020). According to participants, this study revealed that a significant percentage of female students would find it hard to resume studies due to many factors such as early pregnancies, inability to pay tuition fees, caregiving to ailing family members among others.

## **5.2 Recommendations**

Since psychological wellbeing of school going children was greatly affected by the Covid-19 pandemic, there is urgent need to put in place measures that provide psychosocial support to students. The government and other stakeholders should scale up child psychological services in schools.

There is also need to improve infrastructure and access to internet services to boost the adoption of distance learning. The ministry of Education and Sports should promote and consolidate blended learning approach (face-face and online education) to cater for learners who may not be able to physically resume studies due to other factors such as pregnancies and caring for ailing family members.

The government need to continue sensitising the masses to ensure sustained Covid-19 vaccine intake as a measure to kick the virus out of the country. This will normalise the situation and students will continue engaging in co-curriculum activities.

There is need for deliberate efforts by the government of Uganda to provide the much needed blueprints for supporting learners return to schools retention and completion of their study programmes. The ministry of education and sports needs to see how to leverage the support from the citizens for improving the quality of education in post pandemic period.

The government of Uganda needs to urgently implement a crisis response strategy designed to prevent the education sector from collapsing. This should be designed by a crisis management committee. The response should include financial relief to the education sector as well as the government and non-government organizations operating in the area of education development.

## **5.3 Conclusions**

With the re-opening of schools in January 2022, the adverse effects of the pandemic are gradually being mitigated with strict compliance of the standard operating procedures. Additionally, the increased vaccine compliance and uptake by the citizens of Uganda has also contributed to significant decline in new cases of Covid-19. With the decline in new pandemic cases and rebounding of the economy, Uganda is anchored on the progression lane of post pandemic recovery in education.

This study has demonstrated that Covid-19 caused widespread disruptions of education sector in the whole country during the nearly two years of schools' closures. It led to economic, social and educational disruption (Mhlanga & Moloi, 2020; Viner *et al.*, 2021). During the lockdown period, school girls were exposed to diverse forms of social disorders such as sexual harassment, sexual assault, early pregnancies, poverty, school dropout, lack of socialization, psychosocial issues and increased gender inequality gap among others in Kisoro Municipality. It should be noted that boy child also suffered significantly due to covid-19 school disruptions. However, this aspect of education was beyond the focus of this study. It is my hope that further studies will be organized to appreciate the influence of the pandemic on boys so that an all-inclusive picture of the pandemic is exposed for appropriate interventions to be taken in Kisoro Municipality and nationally.

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## **Appendix 1: Questionnaire for students**

I am Nalule Hadijah from Kabale University conducting a study on Covid-19 Pandemic: Examining its effects on female students' education in Kisoro Municipality. The purpose of the study is to examine the influence of Covid-19 Pandemic on female students' education in Kisoro Municipality, Uganda. The information being sought is for academic purposes only and will be taken confidential.

You are kindly requested to participate in the study because you are a female student with in Kisoro Municipality Schools. If one is not willing to participate, do not respond to any question. Keep the questionnaire with you and hand it in at the time of collection.

### **Section A: Socio-demographic characteristics of the students**

1. What is your age?

- a. Below 12 year (    )
- b. 12-15 (    )
- c. 16-20 (    )
- d. Above 20 (    )

2. What is the type of your school

- a. Government (    )
- b. Private (    )

3. Please mention the class you are in.

.....

### **Section B**

The following statements reflect the academic activities during Covid-19 pandemic, please indicate how you agree to the statements by ticking in the appropriate box. SA represents

strongly agree, A, agree, U- undecided, D, disagree, SD, strongly disagree.

| S/N | Item   | SD | D | U | A | SA |
|-----|--|----|---|---|---|----|
| 1   | In the current Covid-19 pandemic situation, I can plan my academic work daily with no difficulties |    |   |   |   |    |
| 2   | In the current Covid-19 pandemic situation my teachers are regularly monitoring my learning.       |    |   |   |   |    |
| 3   | I am learning in the same way as before Covid-19 pandemic  |    |   |   |   |    |
| 4   | Learning is convenient and flexible in Covid-19 pandemic   |    |   |   |   |    |
| 5   | I have enough time for self-study in Covid-19 pandemic   |    |   |   |   |    |
| 6   | I am able to be examined and assessed in Covid-19 pandemic   |    |   |   |   |    |
| 7   | I am able to have regular class discussions in Covid-19 pandemic                                   |    |   |   |   |    |
| 8   | I am able to attend classes both mentally and physically in Covid-19 pandemic.                     |    |   |   |   |    |

### Section C

The following statements reflect the students' experiences of co-curricular activities during Covid-19 pandemic; please indicate how you agree to the statements by ticking in the appropriate box. SA represents strongly agree, A, agree, U- undecided, D, disagree, SD, strongly disagree.

| S/N | ITEM | SD | D | UN | A | SA |
|-----|------|----|---|----|---|----|
|-----|------|----|---|----|---|----|

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 1 | I am able to arrange for extra –curricular activities in Covid-19 pandemic   |  |  |  |  |  |
| 2 | I conveniently participate in sports during Covid-19 pandemic period         |  |  |  |  |  |
| 3 | I am able to participate in school events in Covid-19 Pandemic period        |  |  |  |  |  |
| 4 | We have continued to have debates even in this pandemic period               |  |  |  |  |  |
| 5 | Our school clubs operate in the pandemic period                              |  |  |  |  |  |
| 6 | Our essay writing program is operational in the pandemic period              |  |  |  |  |  |
| 7 | I am able to arrange for any sport at school and perform it in this pandemic |  |  |  |  |  |
| 8 | Our co-curricular activities are operating like before Covid-19 pandemic     |  |  |  |  |  |

#### Section D

The following statements reflect students' retention and enrollment during Covid-19 pandemic please indicate how you agree to the statements by ticking in the appropriate box. SA represents strongly agree, A, agree, U- undecided, D, disagree, SD, strongly disagree.

| S/N | Item  | SD | D | UN | A | SA |
|-----|---|----|---|----|---|----|
| 1   | I have regular interactions with my teachers for positive growth during Covid-19 pandemic |    |   |    |   |    |
| 2   | I am satisfied to my intellectual development since I re-                                 |    |   |    |   |    |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   | enrolled after Covid-19 pandemic  |  |  |  |  |  |
| 3 | My relationship with fellow students' during Covid-19 pandemic is satisfying.                           |  |  |  |  |  |
| 4 | I am confident that I made a right decision of choosing this school                                     |  |  |  |  |  |
| 5 | My nonacademic interactions with teachers are positive to my aspirations.                               |  |  |  |  |  |
| 6 | I am committed to complete my high school level in this school  |  |  |  |  |  |
| 7 | I am determined to perform well   |  |  |  |  |  |
| 8 | I am determined to persist all difficulties and study from this school until I finish my current level. |  |  |  |  |  |

## **Appendix II: Questionnaire for Teachers**

### **Introduction**

I am Nalule Hadijah from Kabale University; I am conducting a study on examining the influence of Covid-19 pandemic on female students' education in selected secondary schools of Kisoro Municipality, Uganda. The purpose of the study is to examine the influence of Covid-19 pandemic on female students' education in Kisoro Municipality, Uganda. The information being sought is for academic purposes only and will be taken confidential.

You are kindly requested to participate in the study because you are a teacher with in Kisoro municipality secondary schools.

### **Section A: Socio-demographic characteristics of the students**

4. What is your gender

e. Male ( )

f. Female ( )

5. What is the type of your school

c. Government ( )

d. Private ( )

6. How many years have you been in service?

a. Bellow 2 years

b. 3-5years

c. 5-10 years

d. Above 10 years

a. Have you been engaged with students during this Covid-19 pandemic?

b. Yes ( )

c. No ( )

## Section B

The following statements reflect the female students' academic activities during Covid-19 pandemic, please indicate how you agree with the statements by ticking in the appropriate box.

SA represents strongly agree, A, agree, U- undecided, D, disagree, SD, strongly disagree.

| S/N | Item   | SD | D | U | A | SA |
|-----|--|----|---|---|---|----|
| 1   | In the current Covid-19 pandemic situation, it is not a challenge for my female students to plan their |    |   |   |   |    |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   | academic work daily.  |  |  |  |  |  |
| 2 | In this Covid-19 period I am regularly monitoring my female students' learning.                       |  |  |  |  |  |
| 3 | Female students are learning in the same way as before Covid-19.                                      |  |  |  |  |  |
| 4 | Learning is convenient and flexible to female students despite the current Covid-19 pandemic.         |  |  |  |  |  |
| 5 | In the current Covid-19 pandemic, I have enough time to monitor the self-study of my female students. |  |  |  |  |  |
| 6 | I am able to examine and assess female students in Covid-19 pandemic.                                 |  |  |  |  |  |
| 7 | My female students are able to have regular class discussions in Covid-19 pandemic.                   |  |  |  |  |  |
| 8 | Our students are able to attend classes both mentally and physically in Covid-19 pandemic.            |  |  |  |  |  |

## Section C

The following statements reflect the co-curricular activities of female students during Covid-19 pandemic, please indicate how you agree to the statements by ticking in the appropriate box. SA represents strongly agree, A, agree, U- undecided, D, disagree, SD, strongly disagree.

| S/N | ITEM   | SD | D | U | A | SA |
|-----|--|----|---|---|---|----|
| 1   | I am able to arrange extra –curricular activities in Covid-19 pandemic for my students.      |    |   |   |   |    |
| 2   | Female students conveniently participate in sports in this Covid-19 period.                  |    |   |   |   |    |
| 3   | Female students are able to participate in school events in Covid-19 period.                 |    |   |   |   |    |
| 4   | Students continue to have debates even in this pandemic.                                     |    |   |   |   |    |
| 5   | Our students' school clubs are operational in the Covid-19 pandemic period.                  |    |   |   |   |    |
| 6   | Female students continue to engage in essay writing program even in the pandemic period.     |    |   |   |   |    |
| 7   | Female students are able to arrange for any sport at school and perform it in this pandemic. |    |   |   |   |    |
| 8   | School co-curricular activities are operating like before Covid-19 pandemic.                 |    |   |   |   |    |

## Section D

The following statements reflect the retention and enrollment of female students during Covid-19 pandemic, please indicate how you agree to the statements by ticking in the appropriate box. SA represents strongly agree, A, agree, U- undecided, D, disagree, SD, strongly disagree.

| S/N | Item   | SD | D | UN | A | SD |
|-----|--|----|---|----|---|----|
| 1   | Female students' have regular interactions me for positive growth during Covid-19 pandemic.                          |    |   |    |   |    |
| 2   | Female students' show satisfaction to their intellectual development since they re-enrolled after Covid-19 pandemic. |    |   |    |   |    |
| 3   | Female students' relationship with their classmates in this Covid-19 pandemic are satisfying.                        |    |   |    |   |    |
| 4   | Female students are confident with their decision of choosing this school.   |    |   |    |   |    |
| 5   | Female students' non-academic interactions with teachers are positive to my aspirations.                             |    |   |    |   |    |
| 6   | Female students are committed to complete my high school studies in this   |    |   |    |   |    |



|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   | school.  |  |  |  |  |  |
| 7 | Female students are determined to perform well even in this Covid-19 pandemic.                                   |  |  |  |  |  |
| 8 | Female students are persistent to all difficulties to study from this school until I finish their current level. |  |  |  |  |  |

### **Appendix III: Interview guide for Head teachers**

My name is Nalule Hadijah, I am a Master student at Kabale University doing research on examining the influence of Covid-19 pandemic on female students' education in secondary schools of Kisoro Municipality, Uganda. You are among the participants to assist in the achievement of the research objectives because you have headed a school with female students in Kisoro Municipality. Therefore, you are requested to participate with guarantee that all information given will be treated with confidentiality and anonymity.

Before we start, do you have any questions?

#### **Possible Probes**

- That was useful; however, might you be able to give more detail?
- Could you elaborate more on that?
- Your example was useful; however, would you be able to give me another guide to enable me to get it better? Interview

#### **Interview questions**

1. How long have you been in this office?
2. Could you give an overview of teaching and learning in this Covid-19 period?
3. Do you regularly monitor female students learning in the pandemic period?
4. What are your views about how girls navigated the pandemic period?
5. Are co-curricular activities in your school operating like before covid pandemic?
6. Do you have any other information related to this study you would wish to share, if yes please do? if no, thank you for your participation

#### APPENDIX IV: Documents Review Guide

| S/N | DOCUMENT                      | OBJECTIVE   | COMMENT |
|-----|-------------------------------|---|---------|
|     | Class registers for term 2019 | To check the enrollment of female students before Covid-19 lockdown_  |         |
|     | Current school register       | To check the enrollment of female students after reopening of schools |         |
|     |                               |   |         |

## **Appendix VI: Informed consent for teachers**

**Title of the study:** Examining the influence of Covid-19 pandemic on female students' education in secondary schools in Kisoro Municipality, Uganda.

**Investigator(s):** Hadijah Nalule

**Institution(s):** Kabale University

### **Introduction**

I would like to invite you to participate in my study; I am a second-year student of Master of Arts in Educational Management at Kabale University, Uganda. The study intends to examine the influence of Covid-19 pandemic on female students' education in Kisoro Municipality, Uganda. This informed consent explains the study to you. After the study has been explained, any questions you may have answered, and you have decided to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep.

### **A brief description of the study**

#### **Purpose:**

The study aims at examining the influence of Covid-19 pandemic on female students' education in Kisoro Municipality. The findings of this study will help the stake holders (teachers, Head teachers, local and government leaders) in mitigating the effects of Covid-19 pandemic on female students' education in Kisoro Municipality Uganda.

**Procedures:**

Your participation in this study will involve in questionnaires and participating in face-to-face interviews.

**Who will participate in the study?**

You have been chosen to participate in this study because you are a teacher in one of Kisoro Municipality secondary schools. Other participants will be female students and head teachers in selected secondary schools of Kisoro Municipality, Uganda.

**Risks/discomforts**

There is no foreseeable risk, harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

**Benefits:** All participants will get feedback on findings and progress of the study, and any new information that affects the study participants (including incidental findings) will be made available to research participants. Your identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

**Alternatives:**

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

**Cost:**

There will not be any additional cost incurred as a result of participating in this study.

**Questions:**

If you have any question related to the study as a research participant, you can contact the principal investigator, Hadijah Nalule on telephone number +256776963342.

**Statement of voluntariness:**

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Directorate of research and publications at Kabale University .....,

**Statement of consent**

..... has described to me what is going to be done, the

risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name .....Signature of participant.....Date .....

Name.....Signature of the researcher .....Date.....

**Appendix VII: Informed Consent for Students**

**Title of the study:** Examining the influence of COVID-19P pandemic on female students' education in selected secondary schools of Kisoro Municipality, Uganda.

**Investigator(s):** Hadijah Nalule

**Institution(s):** Kabale University

**Introduction**

I would like to invite you to participate in my study; I am a second-year student of Master of Arts in Educational Management at Kabale University, Uganda. The study intends to examine the influence of Covid-19 pandemic on female students' education in Kisoro Municipality, Uganda.

This informed consent explains the study to you. After the study has been explained, any questions you may have answered, and you have decided to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep.

### **A brief description of the Study**

#### **Purpose:**

The study aims at examining the influence of Covid-19 pandemic on female students' education. The findings of this study will help the stake holders (teachers, Head teachers, local and government leaders) in mitigating the effects of Covid-19 pandemic on female students' education in Kisoro Municipality Uganda.

#### **Procedures:**

Your participation in this study will involve in questionnaires and participating in face-to-face interviews.

#### **Who will participate in the study?**

You have been chosen to participate in this study because you are a female student in one of Kisoro Municipality secondary schools. Other participants will be teachers and head teachers in selected secondary schools of Kisoro Municipality, Uganda.

#### **Risks/discomforts:**

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

**Benefits:** All participants will get feedback on findings and progress of the study, and any new information that affects the study participants (including incidental findings) will be made available to research participants.

Your identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be

protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

**Alternatives:**

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

**Cost:**

There will not be any additional cost incurred as a result of participating in this study.

**Questions:**

If you have any questions related to the study as a research participant, you can contact the principal investigator, Hadijah Nalule on telephone number +256776963342.

**Statement of voluntariness:**

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Directorate of research and publications at Kabale University .....,

**Statement of consent**

..... has described to me what is going to be done, the

risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.



Name.....Signature of participant.....Date.....

Researcher .....Signature.....

.....Date.....

#### **Appendix VIII Informed Consent for Head teachers**

**Title of the study:** Examining the influence of Covid-19 pandemic on female students' education in selected secondary schools of Kisoro Municipality, Uganda.

**Investigator(s):** Hadijah Nalule

**Institution(s):** Kabale University

**Introduction**

I would like to invite you to participate in my study; I am a second-year student of Master of Arts in Educational Management at Kabale University, Uganda. The study intends to examine the influence of Covid-19 pandemic on female students' education in Kisoro Municipality, Uganda. This informed consent explains the study to you. After the study has been explained, any questions you may have answered, and you have decided to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep.

**A brief description of the Study****Purpose:**

The study aims at examining the influence of Covid-19 pandemic on female students' education. The findings of this study will help the stake holders (teachers, Head teachers, local and government leaders) in mitigating the effects of Covid-19 pandemic on female students' education in Kisoro Municipality Uganda.

**Procedures:**

Your participation in this study will involve in questionnaires and participating in face-to-face interviews.

**Who will participate in the study?**

You have been chosen to participate in this study because you are a headteacher in one of Kisoro Municipality secondary schools. Other participants will be female students and teachers in selected secondary schools of Kisoro Municipality, Uganda.

**Risks/discomforts:**

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

**Benefits:** All participants will get feedback on findings and progress of the study, and any new information that affects the study participants (including incidental findings) will be made available to research participant.

Your identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigation

**Alternatives:** You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

**Cost:**

There will not be any additional cost incurred as a result of participating in this study.

**Questions:**

If you have any questions related to the study as a research participant, you can contact the principal investigator, Hadijah Nalule on telephone number +256776963342.

**Statement of voluntariness:**

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty. If you have any issues pertaining to your rights and participation in the study, please contact the Directorate of research and publications at Kabale University .....,

**Statement of consent**

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name.....Signature of participant.....Date.....

Researcher .....Signature.....

.....Date.....

**Appendix IX: Assent Form for Minors**

**KABALE UNIVERSITY**

## **ASSENT TO PARTICIPATE IN THE STUDY**

**TITLE:** Examining the influence of Covid-19 pandemic on Female Students' Education in Selected Secondary Schools of Kisoro Municipality, Uganda.

### **For adolescents 12-17 years old**

#### **What is this study about?**

I am Nalule Hadijah a postgraduate student from Kabale University. I am doing a research study on examining the influence of Covid-19 pandemic on female students' education in Kisoro Municipality.

The study intends to assess the influence of Covid-19 pandemic of female students' academic, co-curricular activities and students' retention and enrolment.

The findings of this study are hoped to practically contribute toward mitigating the effects of Covid-19 pandemic on female students' education.

#### **How many people will take part in this study?**

350 will be a representative sample of students

175 will be a representative sample of teachers.

5 Head teachers

#### **What will happen if you decide to participate in the study?**

First, your parents/school administrators will be asked, if they will give their permission for you to participate in this study. They will also be asked if they agree to participate themselves, by doing some things like answering questions about you. If your parents don't agree, you cannot be involved in the study.

If your parents/school administrators do agree, and you agree too, here's what will happen next:

**Before you begin the study:**

1. The study principal investigator will ask your parents/ school administrators some questions about you.
2. The researcher will inform you about the study using a simple language.
3. You will be informed about the benefits and dangers of participating in the study.

**During the study:**

If you are going to stay in the research study after the questions and tests described above,

4. You will be asked to fill the questionnaire that portrays the information related to learning, co-curricular, enrollment and retention during Covid-19 period.

**When the study ends:**

5. The principal investigator will collect the questionnaires. The data will be used by the investigator for academic purpose only.

**Will any parts of this study hurt or have other risks?**

6. Students who lost their parents or who are neglected may feel unwell psychologically.

**Will you get better if you are in this study?**

7. We don't know if this study will make you feel better. You may get a little better by being in this study, or you may stay the same, or you may get worse.

**What if you have questions?**

8. You can ask the investigator or the people involved any questions you have about the study. You can ask your questions now or later, any time you like. You can also ask your parents/ school administrators to ask questions for you.

**What are your choices?**

9. If your parents agree, you can participate in this study if you want to. But you don't have to participate if you don't want to. Nobody will blame you if you decline to participate.

If you decide to be in the study now and you change your mind later, that's okay, too.

You just have to tell the study investigator or the study staff as soon as you change your mind, and you will be taken out of the study

**If you do not want to participate in this study, and don't sign this form.**

**If you sign here, it means you agree to participate in this study. The investigator will give you a copy of this form to keep.**

Adolescent's Signature.....age.....Date..... Adolescent's Name.....

Signature of Person Conducting Assent.....

Discussion..... Date.....

Name of Person Conducting Assent Discussion.....

### Study Time Plan

| Study activity  | 1/04/2021-<br>31/09/2021 | 1/10/2021-<br>30/10/2021 | 1/11/2021-<br>30/11/2021 | 1/12/2021-<br>30/01/2022 | 1/02/2022-<br>30/2/2022 | 1/03/2022-<br>31/04/2022 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------|--------------------------|
| Proposal writing  |                          |                          |                          |                          |                         |                          |
| Proposal presentation   |                          |                          |                          |                          |                         |                          |
| Pilot study   |                          |                          |                          |                          |                         |                          |
| Revisiting tools  |                          |                          |                          |                          |                         |                          |
| Obtaining sampling frame/Sampling                             |                          |                          |                          |                          |                         |                          |
| Obtaining appointment with sampled participants               |                          |                          |                          |                          |                         |                          |
| Data collection   |                          |                          |                          |                          |                         |                          |
| Cleaning and entering quantitative data                       |                          |                          |                          |                          |                         |                          |
| Data analysis for objective one                               |                          |                          |                          |                          |                         |                          |
| Writing a manuscript for objective one                        |                          |                          |                          |                          |                         |                          |
| Data analysis for objective two                               |                          |                          |                          |                          |                         |                          |
| Writing manuscript for objective two                          |                          |                          |                          |                          |                         |                          |
| Data analysis for objective three                             |                          |                          |                          |                          |                         |                          |
| Writing of manuscript for objective three                     |                          |                          |                          |                          |                         |                          |
| Data analysis for objective four and manuscript writing       |                          |                          |                          |                          |                         |                          |
| Data analysis and manuscript writing for objective five       |                          |                          |                          |                          |                         |                          |
| Presentation of manuscripts for all objectives to supervisors |                          |                          |                          |                          |                         |                          |
| Revisiting all manuscripts                                    |                          |                          |                          |                          |                         |                          |
| Final writing of the thesis                                   |                          |                          |                          |                          |                         |                          |



|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Presentation of the thesis to Supervisors |  |  |  |  |  |  |
| Revisiting the thesis                     |  |  |  |  |  |  |
| Submission for examination                |  |  |  |  |  |  |

## Research Budget

**Study Period: March /2021-April /2022.**

| S/N       | ITEM   | UNIT                       | Ugsh             |
|-----------|--|----------------------------|------------------|
| <b>1.</b> | <b>Field Research</b>  |                            |                  |
|           | Digital Voice Recorder   | 1                          | 175,000          |
|           | Transport.   |                            | 400,000          |
|           | Research Assistant field allowance                                     | 30days<br>Quant/ Qual data | 600,000          |
|           | Research Assistant's meals and transport.                              |                            | 300,000          |
|           | Meals  |                            | 100,000          |
|           | Communication/ Air time.   |                            | 50,000           |
| <b>2.</b> | <b>Stationary</b>  |                            |                  |
|           | Reams of paper for questionnaires & thesis for examination submission. | 7                          | 140,000          |
|           | Reams of paper for Final Submission of the thesis.                     | 4                          | 80,000           |
|           | Printing and Editorial costs   | 200pages                   | 500,000          |
|           | Binding  | 5copies                    | 100,000          |
| <b>3.</b> | <b>Miscellaneous</b>   |                            | 220,000          |
|           | <b>Total</b>   |                            | <b>2,665,000</b> |