



SCHOOL OF MEDICINE AND HEALTH SCIENCES

**ASSESSING THE LEVEL OF EFFORT MADE BY TEACHERS AT CHILENJE
BASIC SCHOOL TOWARDS THE FIGHT AGAINST COVID-19.**

BY

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requirements of a Degree in Bachelor of Science in Public Health**

DECLARATION

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I declare that this dissertation is my creative work and to the best of my acquaintance has not been presented for a degree in any other institution.

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This dissertation has been submitted with my approval as a University of Lusaka (UNILUS) supervisor.

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List of Acronyms

| | |
|--|----|
| WHO: World Health Organization..... | 5 |
| PHEIC: Public Health Emergency of International Concern..... | 5 |
| UNESCO: United Nations Educational, Scientific and Cultural Organization | 7 |
| MoGE: Ministry of General Education..... | 7 |
| MoH: Ministry of Health..... | 8 |
| KII: Ket Informant Interview..... | 10 |
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ABSTRACT

INTRODUCTION:

COVID-19, which is caused by a virus commonly known as SARS-CoV-2, was first discovered in December 2019 in the city of Wuhan, China (Caruso, 2020). Since then, it has continued to spread worldwide, and Zambia documented its first case of “Covid-19” on 18th March “2020. The virus spreads from infected persons in small liquid particles through the mouth or nose whenever they speak, breathe, cough, sneeze, or sing.” The rapid spread of the pandemic has a negative effect on various human activities, such as economic and educational activities, including people’s way of life. The impact of COVID-19 affected the educational sector in schools, colleges and universities were subsequently closed.

METHODOLOGY:

This study used a qualitative approach method and an investigative case study design to analyze a data sample of 10 respondents. The respondents were chosen using a data saturation purposive sampling procedure, data was collected from Key Informant Interviews (KIIs) and In-Depth Interviews (IDI) using the interview guide, and data was analyzed using thematic analysis.

RESULTS:

According to the findings of this study the respondents were trained on the need to provide supportive services during Covid-19, the teachers received training on technologies to help them communicate with different stakeholders, sensitization on Covid-19 as well as how to practice and ensure physical distancing among students. It was found that wearing of face masks, handwashing and checking of temperature were successfully and effectively employed while physical distancing was not effective. Among the challenges were weakness in social prevention and risk communication, lack of proper inequality as well as poor economic situation.

CONCLUSION:

Teachers are part of key stakeholders in the fight of epidemic diseases such as the Covid-19, for them to effectively contribute towards the fight of Covid-19 they require support from the government and other partners such as parents who are critical in the sense that the pupils respect the guidance from the teacher they are required to work together.

1.0 BACKGROUND/INTRODUCTION

COVID-19, which is caused by a virus commonly known as SARS-CoV-2, was first discovered in December 2019 in the city of Wuhan, China (Caruso, 2020). Since then, it has continued to spread worldwide, and Zambia documented its first case of “Covid-19” on 18th March “2020. “The virus causes respiratory illness, with many symptoms like a common cold. “In severe cases, the virus leads to pneumonia, which may result in death if medical attention is delayed. The virus spreads from an infected persons in small liquid particles through the mouth or nose whenever they speak, breathe, cough, sneeze, or sing.”” These particles range from larger respiratory droplets to smaller aerosols. One can be infected by breathing in the virus if they are near someone who has COVID-19, or by getting into contact with a contaminated surface and then touch their eyes, nose, or mouth. The virus spreads more easily indoors and in crowded settings.”

The “World Health Organization (WHO) (2020a) declared COVID-19 a Public Health Emergency of International Concern (PHEIC) on 30 January 2020 and, later, a pandemic on 11 March 2020.” As of 30th August 2022, Zambia, according to the Ministry of Health dashboard Zambia has recorded 333,822 COVID-19 case with 4016 deaths. While at global level (World Health Organization (WHO), 2022) indicates that COVID-19 cases are over 599.8 million and over 6.46 million deaths. (World Health Organization (WHO), 2022) records that Africa has 8,784,472 COVID-19 cases and 173,248 deaths reported in 47 countries which have been affected by the pandemic.”

The rapid spread of the pandemic has a negative effect on various human activities, such as economic and educational activities, including people’s way of life. The impact of COVID-19 affected the educational sector in schools, colleges and universities were subsequently closed.

1.1. Statement of the problem

Several studies have been conducted following the episode of the Covid-19 which has disrupted socioeconomic activities world over. The fight against the pandemic is centered on adherence to the golden rules, this was further strengthened by the Covid-19 vaccine which has been administered in almost all the affected countries worldwide. While reports shows that there is a reduction of Covid-19 cases and deaths, there is no information, from the reviewed literature on the level of effort made by the teachers at Chilenje Basic School, which implies that such research has not been undertaken. That is why the researcher is proposing to undertake the study at the school.

1.2. Justification of the study

The study will document the level of efforts made by teachers towards the fight against Covid-19 by teachers in schools with evidence-based findings. The information will contribute to the body of knowledge in relation to covid-19 in terms of efforts made by teachers in schools towards the fight against Covid-19. The information may also be useful for further action planning and further investigations. It may also be used as a basis for more research.

1.3. General research objective

To assess the level of efforts made by Teachers at Chilenje Basic School towards the fight against Covid-19 before restrictions were eased.

1.4. Specific research objective

- i. To identify the Covid-19 guidelines/strategies that schoolteachers are required to employ.
- ii. To review the strategies employed by Teachers at Chilenje Basic School relating towards the fight against COVID-19.

1.5. Research questions

- i. What are the COVID-19 guidelines/strategies that Teachers at Chilenje Basic Schools were required to employ towards the fight against COVID-19?
- ii. What are the guidelines/strategies teachers at Chilenje Basic School employed in their efforts to contribute toward the fight against COVID-19?

2.0 LITERATURE REVIEW

The coronavirus (COVID-19) pandemic has caused an unprecedented crisis in all areas. In the field of education, mid 2020 this emergency had led to the massive closure of face-to-face activities of educational institutions in more than 190 countries globally as a measure to prevent the spread of the virus and mitigate its impact. According to (ECLAC-UNESCO, 2020) data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), by mid-May 2020, more than 1.2 billion students at all levels of education worldwide had stopped having face-to-face classes. Of these, more than 160 million were students in Latin America and the Caribbean.

Zambia recorded its first confirmed COVID-19 case in mid-March, and as of mid- August nearly 10,000 additional cases had been reported. To contain the virus, the government of Zambia has taken preventive measures, including closing schools. This in turn disrupted learning for over 4.2 million students. To mitigate the impact of this situation and ensure students can continue to learn, the Ministry of General Education (MoGE) has been working with partners to implement a COVID-19 emergency response and recovery plan. (Danchev, 2020)

To continue offering learning to students during the time of closing school's teachers were orientated and trained on how to use simple technologies - including WhatsApp, SMS, and radio broadcast phone to monitor students' performance this allowed teachers to connect with children who were at a higher risk of dropping out of school.

Remote schools in dire need in selected areas were provided with clean water (boreholes) for hand washing and to prevent the spread of COVID-19.

Teachers and education staff continue to play a pivotal role in the response to the COVID-19 pandemic and have had to face several different emerging demands during the social and health crisis. Most teachers have not only had to re-plan and adapt education processes—including adjusting methods and curricula, designing materials, and diversifying the media, formats and platforms used—but have also had to take part in activities to safeguard the material safety of pupils and their families. Teachers and educational staff have had to face the demands of providing socio-emotional and mental health support to pupils and their families, which is an aspect of their work that has become increasingly important during the pandemic. In performing their teaching activities and meeting these new demands teachers often found

themselves with inadequate training and resources to address the challenges of adapting teaching content and formats to pupils in disadvantaged situations.

To reduce the spread of COVID-19 disease in the country the Ministry of Health (MoH) has provided guidelines which are reviewed and updated from time to time as the pandemic evolves. The following are the common preventive measures which apply in all settings including schools.

- i. Wearing face masks when in public places.
- ii. Maintaining of social distance of about 1 meter to the next person.
- iii. Use of the flex-elbow when coughing or sneezing.
- iv. Practicing hand hygiene through handwashing or sanitizing.
- v. Avoiding crowded places.
- vi. Getting vaccinated to prevent oneself from severe effects of the virus.
- vii. Get vaccinated to prevent yourself and others from the adverse effect of Covid-19.

Following the guidelines provided by the Ministry of Health the Ministry of General Education (Ministry of General Education , 2020) provided a further guideline to schools on how “they should adhere to the Covid-19 guidelines at all levels from National level to schools in all the districts. In ensuring that the guidelines provided above are adhered to the following were roles and responsibilities given to the teachers as per guidelines from the Ministry of Education.

- i. Identify sick learners, isolate them, and inform relevant health authorities (call the COVID-19 helpline 909).
- ii. Implement COVID-19 prevention and control activities.
- iii. Ensure the effective implementation of school health activities in accordance with prevailing guidelines.
- iv. Monitor classroom attendance and report absenteeism to the Head Teacher.
- v. Monitor the health of learners and identify unwell learners.

Although Ministry of Health has provided the preventive measures, adherence to these measures remains a challenge to tackle the spread of COVID-19 (Musonda, 2021). (Partnership for Evidence-Based Response to COVID-19, 2020) claim that unwillingness to do so has been described to be a major problem. Also, the community’s risk perception and poor adherence to COVID-19 mitigation measures remains a major problem. A significant proportion of communities did not perceive the virus as a risk for health. Henceforth, adherence to COVID-

19 preventive and control measures is key to stop its spread and minimize its disastrous impact on developing nations like Zambia.

2.1. Conceptual framework

To assess the level of efforts made by Teachers at Chilenje Basic School towards the fight against Covid-19. The study relied on the information provided by the Ministry of Health and Ministry of Education regarding what the teachers were expected to follow to contribute towards the fight. The study also explored how the teachers enforced and adhered of the Covid-19 regulations. The findings were verified through the improved outcome which is the fewer cases of Covid-19.

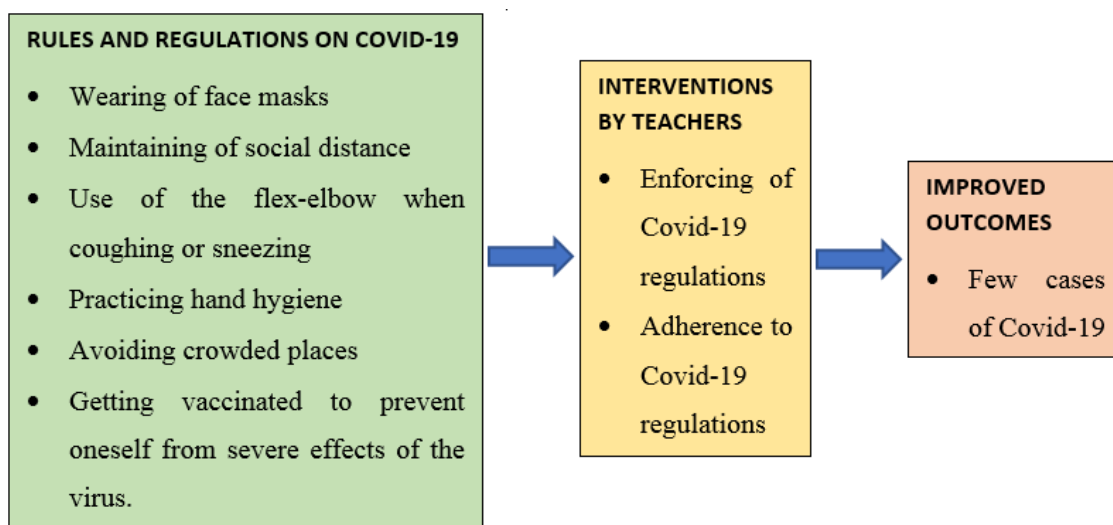


FIGURE 1: "CONCEPTUAL FRAMEWORK (SAUL SINYINZA)

3.0 METHODOLOGY

3.1. Study Approach

To undertake this research, the researcher employed a qualitative method. The researcher developed interview guides, then collected, analyzed, and interpreted comprehensive narrations and visual data to gain insights on the contribution made by teachers towards the fight against Covid-19 at Chilenje Basic School.

3.2. Study design

The study used a case study approach in the collection, analysis, and interpretation of qualitative data to respond to the overall objective of the research and the specific objectives. The process included the review of relevant research topic documents, data collected from Key Informant Interviews (KIIs) and In-Depth Interviews (IDI) using the interview guide.

3.3. Study population/Target population

The research targeted teachers at Chilenje basic school, both female and male who have worked at the school for period of not less than 2 years.

3.4. Sample size, sampling procedures

The research targeted a total of 16 participants, of whom 14 were Key Informant Interviewees. Six (7) participants male teachers and six (7) female teachers. Regarding the In-depth interviews, the School Head Teacher and the Career Guidance Teacher were also included. It worth noting that at the time of data collection the researcher reached a point of saturation at 9th participant, hence the 10th participant being the last.

Given that the research was qualitative in nature, the Researcher delved into obtaining information on the underlying causes of what and how teachers contributed to the fight against Covid-19.

3.5. Data collection methods

During data collection the researcher used the Key Informant Interview (KII) and In-depth Interview (IDI) guide. The questions for this interview guide were framed in line with the research questions.

3.6. Data analysis

The data was analyzed using thematic methods, the researcher grouped the similar responses from Key Informant Interview (KII) and In-Depth Interviews (IDI) to make themes with which the data was analyzed to draw a conclusion on the findings.

3.7. Ethical considerations

Before the research was conducted, ethical clearance was sought from the University of Lusaka, Research Committee, and National Health Research Authority. The Researcher with approval letters also sought authorization from the school authorities before starting to collect data from the targeted participants in the research study area.

4.0 RESULTS

4.1.1 Introduction

This chapter presents the findings of the study. The findings are organized according to the research objectives and research questions of the study. The research questions were:

- i. What level of efforts was made by Teachers at Chilenje Basic School towards the fight against Covid-19?
- ii. What Covid-19 guidelines/strategies that schoolteachers are required to employ?
- iii. What strategies employed by Teachers at Chilenje Basic School relate towards the fight against COVID-19?

The findings are presented thematically.

4.1.2 Gender and Age range

The qualitative data collection involved 10 participants. With the age ranges, all of them were above 25 years of age as 3 indicated to be aged between 25-30 years old, 5 of them indicated to be in the range of 31 -35 years old, and 2 indicated to be above 40 years old. With gender, the study participants were mixed with males being 6 and women being 4. With leadership, 3 of the study participants were senior teachers, 1 head teacher, 1 deputy head teacher and the rest class teachers with some having being grad teachers.

4.1.3 COVID-19 approaches the school employed.

Both teachers and pupils were affected by the COVID-19 pandemic in often unanticipated ways. The study wanted to establish some of the approaches the school has employed. Most teachers mentioned that some of them have been trained on providing support and tools, as well as on engagement with students through distance learning. Additional training on how to use simple technologies - including WhatsApp, SMS, and radio broadcast phone ins - to monitor students' performance to allow for teachers to connect with children who may be at a higher risk of dropping out of school was part of the training components. Teachers then sensitized other members of staff and pupils about adhering to other government regulations and guidelines. Part of the guidelines which have been employed by the school included checking the learner's temperature upon entering the school premises, having masked on always whenever in class and the school provided some masks to learners. In addition, the school practices social distance in class (Unicef, 2021). Despite having a free education policy which has seen an increase in the number of pupils in classes, the school used spaced up the desks from one pupil to the other.

“Mostly, our learners are widely spaced and when we had lockdown, for examination classes which did not go on lock down, as opposed to using one class, we used to use 2 or more classes for one class as a way of practicing social distance” source: field data, 2023.

4.1.4 COVID-19 guidelines that worked well for the school.

The study wanted to establish what guidelines worked well for the school. Teachers mentioned that following the Presidential Residential Announcement in May 2020 that schools would begin to reopen on the 1st of June, the Ministry of Education tasked Healthy “Learners as lead technical advisor to facilitate the development of national guidelines for COVID-19 prevention and control measures required for the reopening and ongoing management of schools” according to (Zambia National Broadcasting Corporation, 202). The resulting document was adopted by the government and delivered to all of Zambia’s schools. According to teachers, the most effective guidelines which seemed to work well were wearing of masks, hand washing, checking the temperatures of pupils upon entering school premises. These three were picked to as the most due their effectiveness and feasibility. Social distancing for example, it was mentioned not to be effective as it was difficult to implement alongside government free education policy. Free education policy has resulted in schools having a lot of pupils than usual, therefore, employing social distancing was seen to be much of a challenge.

“In my case, I feel that the use of thermometers to check temperatures has seen to be more effective as we less spend resources (money) and time to cover everyone at the school. The use of thermometers does not require that each pupil or member of staff has. Detecting temperatures in both staff and pupils has also helped in discovering other body abnormalities such as malaria/fever which are not COVID-19 related diseases. This has helped us to have very well (health wise) pupils and teachers.” Source; Field data, 2023

“From my observations, I think most parents adhered to this guideline more than any other. Most of parents have been ensuring that their child(ren) come with a facemask to school.” Source; Field data 2023

4.1.5 Support given in enforcing and adhering of COVID-19 guidelines.

The study wanted to establish the kind of support which the school receives in ensuring that these guidelines are enforced. The teachers mentioned leveraging their existing model, some

teachers received some training from health workers and all school administrators on COVID-19 guidelines, adapted with their operating procedures, and provided schools with additional hand-washing stations, sanitation supplies, and infrared thermometers. Government has ensured that the school has a dedicated staff for COVID-19. Some of the assigned roles to the COVID-19 coordinator, aside teaching of the normal subjects, is to ensure that each pupil and staff is checked on temperature before entering the school premises. The COVID-19 coordinator is also required to ensure each pupil and staff have their masks on before entering the school premises. The COVID-19 coordinator is required to give weekly reports on those pupils and staff found to have been positive. Failure to follow all the COVID-19 guidelines, the school risked being closed by health inspectors or relevant authorities. The government was also so supportive in ensuring that these guidelines are adhered to, this has been through provision of some grants dedicated to COVID-19 fight.

4.1.6 Challenges with adhering to COVID-19 guidelines/regulations

The study wanted to establish if the school faces any challenges when COVID-19 guidelines/regulations adherence. Despite the school implementing the given guidelines successfully, they faced many challenges. Teachers mentioned weakness in social prevention was a shortcoming in preventive measures of the COVID-19, which was followed by the weakness in risk communication, weakness in community participation, poor economic situation and livelihood issues, and a lack of proper inequality in the face of the disease and access to resources and integrated, and enforcement rules and regulations for social distancing. People are informed and overwhelmed with multiple media in the country 24 h/7 days. Due to the late notification of the spread of the disease in the country and the lack of transparency, the ground for reducing people's trust was provided, which caused inadequate social prevention in the community.

4.1.7 Solutions to the challenges

The study wanted to establish how schools overcame these challenges. Some challenges were perceived to be macro and the school had no solutions to them. They were at government policy level.

“The school has a WhatsApp group, and this helped us interact with parents. The parents gave us updates on the status of those pupils were found to be positive and quarantined. When the pupil recovers and before he/she is sent back to school, we encouraged them to get tested first.” **Source; Field data, 2023**

5.0 DISCUSSION

5.1 INTRODUCTION

This chapter discusses the findings of the data collected by comparing the significant findings to other studies on the subject conducted around the world. The goal is to highlight useful information, suggest conclusive evidence, and support decision making, so the findings were subjected to a literature review on studies similar to this one conducted in various parts of the world to add insight and support the findings.

This study sought to assess the level of efforts made by Teachers at Chilenje Basic School towards the fight against Covid-19 before restrictions were eased. To begin with, the study was conducted among participants above 25 years; of these 6 were women while 4 were men.

COVID-19 approaches the school employed

In trying to contain the pandemic most teachers reported that they received training on different approaches such as providing support and tools, as well as on engagement with students through distance learning and checking their temperature before entering school premises, these findings are similar to what was found by another study (Sheikh et al., 2020). These approaches were facilitated by the MOH and WHO guidelines in support with other organizations. Furthermore, in contrast to this study, the literature reviewed did not indicate any training regards technology being offered to teachers. The approach of masking up among the school learners was also enforced by the teachers at Chilenje basic school; this is consistent to other studies conducted (Mueller et al., 2021; Cowger et al., 2022). In Zambia the policy of free education led to increase in number of learners compared to previous years and this development resulted in approaches such as masking up to be strictly enforced especially where physical distancing was failing.

COVID-19 guidelines that worked well for the school

According to teachers, the most effective guidelines which seemed to work well were wearing of masks, hand washing, checking the temperatures of pupils upon entering school premises these findings are consistent to other studies (Mueller et al., 2021; Cowger et al., 2022). In addition to that checking of temperature among pupils resulted in detecting other diseases such as fever. Besides that, checking of temperature was seen to be effective as it was less costly. The school needed a few thermometers like just one or two and they were more than enough to cover the whole school population in a day. Despite handwashing being effective at Chilenje basic school there was hesitance on utilization of such services among the learners, which

contradict findings of the study conducted by Barrett, C. and Cheung (2021). The variations can be attributed to differences in culture and behavior of the study pupils.

Support given in enforcing and adhering of COVID-19 guidelines.

The study found that support such as training of teachers was received from the health workers which led to effectiveness in some approaches mentioned above, besides that handwashing facilities were also given to the school by government as well as the other organizations, infrared thermometers were among other materials provided to the school, the literature show that thermometers as well as handwashing facilities were provided to school, in other studies or literature reviewed little was done regards the training of teachers to facilitate adherence to Covid-19 (Beteille et al., 2020; Laroche et al., 2023). The study The variations can be explained by the fact that some teachers in different countries fail to do activities that or duties outside their profession and lack of time allocated for training of teachers.

Challenges with adhering to COVID-19 guidelines/regulations

Despite the need for resources and equipment in some schools, request management, strategic supply chain, and distribution were not well managed. Besides, it can be said that sanctions, as a political-economic factor, more than any other aspect, challenged schools' ability to provide needed supply and medical equipment, this is similar to what was found by (Khankeh et al., 2021).

There was no proper protocol for screening, contact tracing, referral of patient (pupil & teacher) follow-up, call centers, admission, treatment, temporary health centers, and rehabilitation of the patients. This led to the confusion of the patients and the health care system and a lack of adequate and effective care for people in need during the first few weeks.((Khankeh et al., 2021).

The occurrence of COVID-19 and its management measures were accompanied by many changes in the lifestyle of pupils, their families, which in general increased personal tensions in society as stipulated in (UNICEF, 2021) . In some people, the unknown nature of the disease, fragile economy, the obscure process of the diagnosis and treatment, and receiving too much information about the disease, caused by changes in business and living conditions, social interaction, facing anxiety and fear, and living in uncertainty, has changed the people's lifestyle. Besides, focusing on treatment and hospital surge capacity and ignoring non-pharmaceutical interventions increased the number of deaths in older adults and other vulnerable groups with underlying medical conditions, such as cardiovascular disease,

diabetes, chronic respiratory disease, and cancer. All this reduced in school attendance by pupils as also highlighted by another study (Roache et al.2020).

Solutions to the challenges

The school only mentioned that despite handwashing points being insufficient, they have managed to raise some funds and others through donations. This is what helped in terms of having more handwashing points in school. With tracing of identified positive staff and pupils, the school made a school WhatsApp group. In the group, caregivers and teachers interact, this interaction helped teachers and caregivers to get updates on the pupils who were referred.

5.2 LIMITATIONS OF THE STUDY

i. The evolution of the pandemic

At the time of conducting the research the Covid-19 cases were very low, the active cases were under 10 according to the daily updates provided by the Ministry of Health. This was a limitation in the sense that most of the interventions employed by the teachers are based on past interventions since some restrictions were uplifted by the Government.

ii. Lack of prior research studies on the topic

This research was basing on Covid-19 situation which is the first of its kind to affect the global at a larger scale, hence there was limited information regarding the research topic.

6.0 CONCLUSION AND RECOMMENDATIONS

6.1. Conclusion

Teachers are part of key stakeholders in the fight of epidemic diseases such as the Covid-19, for them to effectively contribute towards the fight of Covid-19 they require support from the government, through findings and other support from the interested partners including the community. Parents are critical in the sense that the pupils respect the guidance from the teacher they are required to work together. As reviewed from the research findings with adequate support, teachers are equal to the task in contributing to the fight against the Covid-19 this applies to any other epidemic diseases.

6.2 Recommendations

- i. The capacity building of teachers to manage the epidemic is key for teachers to contribute towards the fight.
- ii. Teachers should be innovative to use other ways of delivering lessons to pupils such as use of WhatsApp, SMS, TV and Radio.
- iii. Teachers to be models when enforcing regulation that are required to be followed by all for example Wearing of face masks, checking of temperature, handwashing.
- iv. Schools should collaborate with other ministries such as the ministry of health in managing Covid-19 situation and other epidemics in school.
- v. Schools should be encouraged to partner with other stakeholders to ensure that schools have adequate requirements to manage the Covid-19 and other epidemics in schools.
- vi. Schools to form WhatsApp groups for easy information flow and sharing of updates regarding the Covid-19 at National level and at school level.
- vii. Government to increase the support in the form of grants being given to schools for them to manage the situation in their schools.

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APPENDIX:

A Data collection tool

i. Key Informant Interview (KII) guide

1. How were you involved in enforcing the guidelines/regulations of Covid-19 at school?
2. What activities were you involved in to contribute towards the fight against Covid-19 at school?
3. What worked well during the enforcement of the Covid-19 guidelines/regulations.
4. What support did you receive from the school authority to enforce and adhere to these guideline/regulations?
5. What challenges did you face when adhering to the Covid-19 guidelines/regulations?
6. How did you handle the challenges you faced?

ii. In-depth Interview (IDI) guide

1. What approach did the school employ to ensure that the teachers enforce the Covid-19 guidelines/regulations.
2. How did the school management support the teachers to enforce the Covid-19 guidelines/regulations?
Probe:
 - a. Did the school provide any capacity building for teachers
 - b. What measures did the school put in place, any tools of equipment?
3. How did these guideline/regulations help the teachers to fight the Covid-19?
4. What key lessons can you share with me based on how you have implemented the Covid-19 guidelines/regulations at the school?
5. What challenge did you face at your school regarding the enforcement of the Covid-19 guidelines/regulations.
6. How did the school handle the challenges, if any.?

B. Work plan

| Activity | Months | Nov 2022 | Jan 2023 | | | | Feb 2023 | | | | Mar 2023 | | | | Apr 2023 | | | | May 2023 | | | | Jun 2023 | | | |
|--|----------------|----------|----------|---|---|---|----------|---|---|---|----------|---|---|---|----------|---|---|---|----------|---|---|---|----------|---|---|---|
| | Week | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | Responsibility | | | | | | | | | | | | | | | | | | | | | | | | | |
| Finalize Research Proposal | Student (Saul) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ethical clearance | Student (Saul) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Review of similar research papers | Student (Saul) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Data collection | Student (Saul) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Data Analysis | Student (Saul) | | | | | | | | | | | | | | | | | | | | | | | | | |
| writing the findings of the research draft zero | Student (Saul) | | | | | | | | | | | | | | | | | | | | | | | | | |
| writing the findings of the research draft one (responding to comments and inputs) | Student (Saul) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Write and share the final research report. | Student (Saul) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Presentation of research findings | Student (Saul) | | | | | | | | | | | | | | | | | | | | | | | | | |

C. Budget

| Description | Unit | Frequency | Unit Price | Amount (ZMW) |
|-------------------------------------|---------|-----------|------------|--------------|
| Stationery (printing and photocopy) | Lumpsum | 1 | 250 | 250 |
| Airtime | Month | 5 | 50 | 250 |
| Data bundles (GB) | Month | 6 | 50 | 300 |
| Transport | Trip | 3 | 200 | 600 |
| Refreshments | Lumpsum | 1 | 200 | 200 |
| Toal | | | | 1,600 |

**SCHOOL OF MEDICINE AND HEALTH SCIENCES LEOPARDS
HILL CAMPUS**

Plot No. 37413, Off Alick Nkhata Mass Media. P. O Box 36711, Lusaka.
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**SCHOOL OF MEDICINE AND HEALTH SCIENCES
RESEARCH ETHICS COMMITTEE**

Ref no: IORG0010092-2023/063

Date: 15th DECEMBER, 2022

SAUL SINYINZA - BSPH19217305

**Re: RESEARCH TITLE: ASSESSING THE LEVEL OF EFFORT MADE BY
TEACHERS AT CHILENJE BASIC SCHOOL TOWARDS THE FIGHT AGAINST
COVID-19**

The above research was submitted to the research ethics committee for review. The study has no major ethical problems and is approved subject to the following:

1. The study cannot be changed without express permission of the UNILUS Research ethics committee
2. Approval from the Lusaka District health Management or equivalent health authorities should be sought.
3. The study tools should be added.
4. An informed consent form should be attached and filled by all study participants (If dealing with primary data)
5. The risks and benefits should be included in the consent form.
6. Ensure before commencement that approval is sought from ZNHRA

Congratulations and the committee wishes you success in your work.



Prof Kasonde Bowa

MSc(Glasgow),M.Med(UNZA),FRCS(Glasgow),FACS,FCS,DPH(LSTMH),MPH(UCL)

Chairman- UNILUS REC

Professor of Urology and Consultant Urologist

Executive Dean

University of Lusaka and University Teaching Hospital School of Medicine and Health Sciences.

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E-mail:unilus@zamnet.zm,ictar@zamnet.zm

Date: 15th DECEMBER, 2022

.....
.....
.....
**PERMISSION FOR SAUL SINYINZA - BSPH19217305 TO CONDUCT A RESEARCH
STUDY AT YOUR FACILITY/ INSTITUTION/ORGANIZATION**

Reference is made to the above subject matter

The University of Lusaka, School of Medicine and Health Sciences here by requests for permission for **SAUL SINYINZA** Public Health Student to conduct research at your facility/ institution/ organization, entitled; **ASSESSING THE LEVEL OF EFFORT MADE BY TEACHERS AT CHILENJE BASIC SCHOOL TOWARDS THE FIGHT AGAINST COVID-19**. The research is in partial fulfillment of the requirements for the degree of Bachelor of Science Public Health. This is purely for academic purposes and information gained in such a way will not be used in the public domain without prior authorization from the institutions/ organizations involved.

The research topic has been cleared by the University of Lusaka, School of Medicine and Health Sciences Research Ethics Committee as per the attached copy. Data collection is expected to be done from **1st January, 2023 to 31st March, 2023**.

The University of Lusaka avails itself of this opportunity to review to your office the assurances of its highest considerations and looks forward to your timely and favorable response.



Prof Kasonde Bowa

MSc(Glasgow),M.Med(UNZA),FRCS(Glasgow),FACS,FCS,DPH(LSTMH),MPH(UCL)

Chairman- UNILUS REC

Professor of Urology and Consultant Urologist

Executive Dean University of Lusaka and University Teaching Hospital School of Medicine and Health Sciences.



NATIONAL HEALTH RESEARCH AUTHORITY

Lot No. 18961/M, off Kasama Road, Chalala, P.O. Box 30075, LUSAKA

Tell: +260211 250309 | Email: znhrasec@nhra.org.zm | www.nhra.org.zm

Ref No: NHRA00008/25/01/2023

Date: 25th January 2023

The Principal Investigator,
Saul Sinyinza,
UNILUS,
Lusaka, Zambia.

Dear Ms Sinyinza,

Re: Request for Authority to Conduct Research

The National Health Research Authority is in receipt of your request for ethical clearance and authority to conduct research titled **“Assessing The Level Of Effort Made By Teachers At Chilenje Basic School Towards The Fight Against Covid-19.”**

I wish to inform you that following submission of your request to the Authority, our review of the same and in view of the ethical clearance, this study has been **approved** on condition that:

1. The relevant Provincial and District Medical Officers where the study is being conducted are fully appraised;
2. Progress updates are provided to NHRA bi-annually from the date of commencement of the study;
3. The final study report is cleared by the NHRA before any publication or dissemination within or outside the country;
4. After clearance for publication or dissemination by the NHRA, the final study report is shared with all relevant Provincial and District Directors of Health where the study was being conducted, University leadership, and all key respondents.

Yours sincerely,

National Health Research Authority

Ms Sandra Chilengi Sakala,
Acting Director/Chief Executive Office