

The Changing Role of Teachers and Teaching Styles in The Classroom of High Schools in Guyana Amidst the Pandemic

Riaz Zakeer Rupnarain

Doctoral Candidate of Education at Unicaf University

doi: <https://doi.org/10.37745/ijeld.2013/vol12n14558>

Published January 22, 2024

Citation: Rupnarain R.Z. (2024) The Changing Role of Teachers and Teaching Styles in The Classroom of High Schools in Guyana Amidst the Pandemic, *International Journal of Education, Learning and Development*, Vol. 12, No.1, pp.45-58

ABSTRACT: *The impact of the COVID-19 pandemic on academic growth has garnered attention in recent literature (Blainey & Hannay, 2021). While initial reports by Johnson et al. (2021) suggested significant negative effects, subsequent research has indicated a nuanced perspective, with a diminishing impact over time. This study investigates evolving teacher roles during the pandemic in Guyana's schools and their influence on student performance in the Caribbean Secondary Examination Certificate (CSEC) Examinations held annually in May/June. A comprehensive literature review contextualizes the study by highlighting pandemic-induced changes in the learning process and associated factors. This research integrates qualitative and quantitative data collection and analysis by employing an exploratory sequential mixed-method approach (Creswell & Plano Clark, 2018). Initial findings underscore a pedagogical shift among teachers due to the pandemic. Outcomes vary based on available resources, particularly in the context of Guyana's schools. Notably, this research holds value for the Ministry of Education in formulating teacher and student development strategies, addressing competence and professionalism. Moreover, implications extend to the Cyril Potter College of Education, allowing the design of programs enhancing prospective teachers' preparedness for the evolving educational landscape.*

KEYWORDS: Caribbean secondary examination certificate, pandemic, methodologies, teachers' roles.

INTRODUCTION

After two years of the pandemic in the classroom setting, the nation is still struggling to develop a comprehensive curriculum for children at all levels. The long-term impacts on children's academic success and social and emotional well-being are yet unknown. Blainey & Hannay (2021) found evidence that the pandemic may have had an impact on students' academic achievement. Several colleges have let teachers profit from the pandemic by enrolling them in bachelor's, master's, or post-graduate degrees, it should be noted that they may do this in the comfort of their homes while still taking care of their academic commitments. The academic advancement of teachers is now partially reflected in the performance of the students as instructors adjust to this new type of learning.

The United Nations Educational, Scientific, and Cultural Organization reports that from 19% in the year 2000 to 29% in the year 2012, more individuals are enrolling in higher education as outlined by Serroukh & Serroukh (2022). The problem for research is the way that Guyana itself dealt with the pandemic and how this affected learning then and now in Guyana's Education system. The teachers who themselves were having difficulty amalgamating to the pandemic in addition to a lack of access to the internet and devices to effectively reach out to the learners presented an additional challenge to an already challenging sector in Guyana. Many students did not hear from their teachers or had any formal learning done until months going on to a year, this created a significant learning loss which we are still seeing in the classroom presently. This is supported by Engzell et al. (2021) the pandemic can have an impact in several contexts, but education is one of them.

The pandemic struck Guyana and then everyone rushed to now decide on a mode of online learning that can aid the students. Even in this concept, several officials and schools misinterpreted the term 'online teaching' and many simply continued to talk and chalk methods through a Google Meet or Zoom platform. In many instances, the students just joined classes and listened as the teacher lectured the notes, then sent them for them to read later. The innovation and the positives of online learning as not fully utilized instantaneously. Additionally, programmes were being done to reach students in far-flung areas to mitigate the learning loss. However, the lack of resources and consistency of these programmes proved to be challenging due to the geography of Guyana. The study is to seek to understand how these changes affected teaching and learning and if it is prevalent. Also to highlight that it is necessary to constantly train and do professional development for teachers to further cater to the changing needs of the students in this technological era as supported by Prensky (2001). According to Vai & Sosulski (2015), students interact with the digital world more effectively than other people, and their use of technology and social media for a variety of purposes has made them the most engaged e-learners.

LITERATURE REVIEW

Due to the obligatory lockdowns and quarantines, our lives during the COVID-19 pandemic have been characterized by a lingering sense of uncertainty (Caggiano et al. 2020) and supported by writings from (Williamson et al. 2020) and (Talidong & Toquero 2020). Williamson et al. (2020) noted that to continue offering educational services, the education sector has had to make various last-minute changes to current procedures.

According to Moss et al. (2021), the pandemic's turmoil resulted in some spectacular transformations, including an improvement in education's use of digital pedagogies and a rise in home-school communication that served as an extension of the classroom. The problem is that when the schools re-opened to a full physical setting, many teachers returned to their traditional

Publication of the European Centre for Research Training and Development-UK
methods of teaching. Therefore, the researcher wishes to understand how prevalent was this reversion and to what extent it affected the performance of students.

The literature review will be divided into several sub-headings and will highlight the impact of COVID-19 on Education, changes in teaching roles and styles, the structure of High Schools in Guyana, and how technology integration has impacted the teaching roles and styles of teachers in the classroom. The literature for this review will be acquired mainly from academic journals and published books on the impact of the pandemic on the education process. The review of this literature will help the researcher to better understand the impact of the pandemic on education in Guyana and how it improves the pedagogy style of teachers.

The purpose of the literature review is to understand how teaching styles and even their roles have changed. Moreover, to identify if these changes are permanent and to what extent they are prevalent in the classrooms post-COVID. The researcher will highlight the authors' work in the last ten to fifteen years regarding the need for change in methodology and the role of technology in the future of learning. This is mainly for the theoretical aspect since the theories were established long but will also examine the interpretation. However, the information on the impact of the pandemic will be acquired from published articles from 2020 to the present. The study will look at how teachers in high schools or what is referred to commonly as 'Secondary' schools have changed their methodology in light of the pandemic and to what extent it affected the performance of the students at the Caribbean's examinations, the Caribbean Secondary Examination Certificate (CSEC) Examinations.

Given the historical, social, and economic backdrop of the nation, educators, politicians, and scholars have placed a great deal of emphasis on Guyana's educational growth. This assessment of the literature highlights the achievements and difficulties encountered in Guyana's educational growth by summarizing the major study results and ideas. Remote learning has become extensively accessible in many schools and educational institutions (Kamanetz, 2020; Sun et al., 2020). Due to the Internet, conventional post offices, television and radio, and other media, schools altered to teach students in various ways. Regardless of the outcomes, remote learning evolved to become the norm for delivering education for varying amounts of time. The adjustments in the way classes were taught were met with a swift and enthusiastic response from teachers. The fact that "this crisis has stimulated innovation within the education sector" (United Nations, 2020, p. 2) is both obvious and generally accepted. Teachers and educational systems all around the world made considerable efforts to adapt and innovate as a result of the epidemic's abrupt entrance and the consequent shutdown of schools. As soon as it was necessary, these modifications were done.

The COVID-19 pandemic has the potential to be a once-in-a-generation chance for true transformation for several reasons. First of all, practically every school was affected by the epidemic, which was widespread. Therefore, it allows educators and students to work together to reevaluate the kind of education we need instead of the inflexible and out-of-date model that we

Publication of the European Centre for Research Training and Development-UK
are tempted to ardently stick to. Second, educators from all across the world demonstrated their capacity for extensive change. Schools had to close because of the pandemic, which allowed teachers, children, and adults to conduct instruction in completely different settings. Governments, educational systems, and higher education institutions provide remote learning and teaching without much thinking or prior digital expertise (Kamanetz, 2020, Sun et al. 2020). While schools were shuttered, the majority of the regular regulations and exams were suspended or hardly ever applied. Traditional accountability examinations were among the high-stakes tests that were abandoned. The ability to swiftly adapt to the current environment was granted to education.

The typical teaching style, according to Broughton et al. (2002), primarily focuses on teacher instruction and does not provide enough possibilities for student interaction. Furthermore, according to Kuzu (2007), it is dependent on how education is commonly seen. Accounting has typically been taught using conventional or somewhat more sophisticated teacher-centered approaches rather than modern student-centered applications and methodologies. Traditionally, this mode of information transfer has been done through lectures or conversations that call for the actual presence of both the instructor and the learner. Additionally, the extent to which the instructional tactics employed have an impact on active learning may differ (Cottel & Millis, 1993; Bonner, 1999).

Students argued that technology shouldn't be used to entirely replace face-to-face learning. According to research done in a virtual learning environment by Breen et al. (2003), students prefer one-way communication and touch with the tool over interactive mode. Recent research on student impressions of their engagement with the aforementioned Blackboard platform was conducted by Basioudis and DeLange (2009).

One of the essential responsibilities of seasoned educators is to assist new instructors. They provide them with materials and educate them on the various parts of educational institutions. In doing so, they may considerably aid in both reaching educational goals and objectives and carrying out their employment tasks in a well-organized manner (Kapur, 2019). In Guyana, teachers would have already had an issue with resources, with the pandemic bringing about additional struggle for some schools to access equal resources to deliver the same curriculum to students. Moreso schools that are located far in the interior and away from the amenities such as; internet and devices.

Teachers are viewed as the backbone of the classroom. They must be sure to come up with unique strategies and ideas when doing their duties as classroom aids (Papadopoulos, 2020; Papadopoulos, 2021; Papadopoulos & Shin, 2021; Papadopoulos, 2022). Lesson plans, teaching-learning strategies, teaching-learning resources, organizing activities, evaluation strategies, and helping students resolve problems—particularly those that may come up when attempting to achieve desired academic results and set goals and objectives—are all covered by these concepts and techniques. By ensuring that students are motivated to learn and that the required resources are available, teachers must promote learning in the classroom (Kapur, 2019). It was difficult in

Publication of the European Centre for Research Training and Development-UK
High Schools in Guyana as teachers would have had a great task managing the aspects of the classroom while maintaining the requirements of the Ministry of Education. Now, with the changes brought about by the pandemic, the implementation and execution of changes in the classroom are held mainly accountable by the teachers.

One of the methods for performance evaluation that is most frequently used in educational institutions at all levels is the planning of exams, assignments, presentations, competitions, and other activities. Teachers feel they have effectively applied the teaching-learning techniques and are significantly assisting students in understanding concepts when they see their pupils do well on these evaluations. In contrast, when students struggle academically, teachers not only encourage them to work harder and pay more attention to their studies but also make changes to the teaching-learning process (Kapur, 2019).

According to Broughton et al. (2002), the traditional teaching approach mainly focuses on teacher instruction and does not give students enough opportunities for participation. Additionally, Kuzu (2007) claims that it is based on how education is typically seen. Instead of using contemporary student-centered applications and techniques, traditional or slightly more advanced teacher-centered methods have traditionally been used to teach accounting. This method of knowledge transfer has typically taken the form of lectures or discussions that require both the student and the teacher to be present physically teacher. Additionally, the degree to which active learning is influenced by the instructional strategies used might vary outlined by Cottel & Millis (1993) and supported by Bonner (1999).

Albrecht and Sacks (2000) argued that various innovative teaching practices should be adopted to improve the educational aspect of the accounting discipline. Specifically, consideration should be given to both the theoretical and empirical skills required by the Industry and the general market to redesign and modernize the traditional curricula as well as implement teaching practices that will facilitate the development of the necessary skills and competencies (verbal or written) to allow students to tackle accounting problems in the real business world. Arquero-Montano et al. (2004) investigated the application of two teaching strategies in various contexts to support the development of competencies and skills, including communication and problem-solving abilities in accounting.

The efficiency of a hybrid teaching model about standard teaching was examined by Dowling et al. (2003). Students taking accounting information systems courses at two universities participated in the poll. The hybrid model combined different media with in-person education, and the success of the program was determined by the grades students obtained on their final exams. In addition to the fact that female students outperformed male students, the model under investigation had a good overall impact on student performance.

Publication of the European Centre for Research Training and Development-UK

The pandemic forced the teachers to amend and transform their methodologies and their lesson plans. Hodges et al.'s (2020) research found that educators across the world switched to online instruction. According to Kecojevic et al. (2020), COVID-19-related stress and uncertainty negatively impacted teachers' and students' well-being, which may influence their academic performance. According to Xie et al. (2020), students' elevated stress, anxiety, and depressive symptoms are caused by routine disruptions, uncertainty, and loneliness. The lack of equal access to education during the pandemic affected the mental health and well-being of students since they were afraid of not completing the syllabus on time for the national and regional examinations.

To cater to the diverse requirements of their pupils, secondary schools in Guyana have initiated the implementation of a fusion of traditional and digital learning known as blended learning (Khemraj et al., 2021). This approach fosters enhanced flexibility in the learning process. The blended approach is now still prevalent in the classroom despite the end of the pandemic and schools have returned to normal since 2022. The outbreak of the pandemic shed light on the importance of comprehensive education, underscoring the necessity to ensure that all students, including those with disabilities and limited access to technology, can actively participate in online and blended learning (UNICEF, 2020).

RESEARCH DESIGN

This study will demonstrate how the outbreak has impacted Guyana's educational system and provide insight into whether these modifications are short-term and will restart "business as usual" once classes resume in a traditional classroom setting. The researcher will have a better understanding of how the pandemic affects academic education through this article. Because the pandemic has shown that the educational process is always changing, the Ministry of Education may also use the data to grasp the impacts of learning loss and to design programs that will better prepare and actively engage students in the classroom.

To keep up with the rest of the world, a unique pedagogy must be developed, and the researcher will have a better understanding of how the epidemic affected how the students learn. Students must be prepared for these adjustments since the epidemic has altered how institutions currently deliver their curricula. The Ministry of Education may use the findings to develop new curricula that will effectively prepare students not just for the CSEC Examinations but also generally for their future undertakings. This study will start with a review of the literature to examine the effects of learning loss, its prevalence during the pandemic, and any evidence of it, particularly among High School students. The study will emphasize academic papers that discuss how the epidemic has changed instructors' duties in providing the curriculum to pupils. Along with figuring out how the pupils' performance at the regional exams was impacted by these shifting roles.

This is crucial for conceiving the research and for the study's research design. According to Creswell & Plano Clark (2018), an exploratory sequential mixed method research will be

Publication of the European Centre for Research Training and Development-UK employed, which combines qualitative and quantitative data collecting and analysis in a sequential phase. The first step in gathering quantitative data will be to analyze results from regional and national exams throughout the course of six years (2019-2024). Since every child in Guyana is required to complete high school in five years, this time frame will be used. With this approach, the researcher will first influence the qualitative data by using the quantitative information from the topic analyses of the national and regional exams taken by the targeted pupils. Questionnaires and interviews will be the two main instruments employed in this investigation. The researcher will also participate in the classroom observation of various teaching methodologies. The researcher will adopt a pragmatic strategy to collect the essential data and understand the information gathered. According to Teddlie & Tashakkori (2009), this technique enables the researcher to employ an alternative that includes both positivist/post-positivist and constructivist perspectives to decide whether and how much to use quantitative and or qualitative approaches.

Purpose of the Study

The purpose of this study is to determine how the pandemic has impacted the educational methods of teachers. The pedagogical adjustments have mostly shown to be crucial since face-to-face training from before the outbreak cannot be translated into an online learning environment. The teachers have continued to use the traditional speak-and-chalk classroom setup for far too long. Students engage with the digital world more successfully than other individuals, and their use of technology and social media for a range of goals has made them the most active e-learning participants, according to Vai, M., & Sosulski, K. (2015).

The researcher through this study will understand the permanent changes that teachers would have made to achieve a more effective lesson and to see if the majority have kept the blended approach or have returned completely to traditional direct instructional methods. The researcher will dissect how teaching styles differ for teachers across the geographical, and economic contrast of Guyanese schools since most time resources are better allocated to the Urban schools as compared to far-flung areas in Guyana's forested Highland Regions. Additionally, these changing teaching styles of teachers will be examined to see the impact they have created on the performance of the students at the Regional Examinations, more specifically the CSEC examinations written by Grade 11 students in the Caribbean. Also, the feedback of students and teachers will be acquired to better understand the implications of the changes in teaching styles and how policies and programmes can be further developed by the Ministry of Education to better aid these teaching styles. To also determine what areas need more resources and how these resources are to be equitably distributed so that all the students of Guyana benefit fairly from an improved education system which then is modeled by other countries with similar challenges in the Caribbean and Latin America as Guyana. Hence, they better aid the Universal Education programme of our learners.

Research Aims

There is evidence to suggest that the pandemic has affected academic progress, according to Blainey & Hannay (2021). Although loss dropped during the New Year, various researchers have

Publication of the European Centre for Research Training and Development-UK
shown that it was still not as devastating as Johnson et al. (2021) predicted it to be in the first half of 2020. For far too long, the teachers have maintained the standard talk and chalk classroom setting. Lessons for pupils were repeated throughout the year. Since they thought the present system was effective and useful, there wasn't much motivation to make changes.

Since the same standardized tests have continued to be administered in Guyana without any changes being made despite the pandemic, the goal of this study is to ascertain how the pandemic has changed teachers' roles in delivering the curriculum and whether these changed roles are effective in the new classroom environments.

Research Objectives

To attain the purposes of this research the following objectives are the guiding principles behind the study:

- To determine the changing roles that teachers underwent after the pandemic.
- To examine the change in teaching styles used by the teacher in classrooms post-Covid.
- To examine the extent to which the teachers' teaching styles would have changed during the pandemic.
- To identify if the changes in teaching styles were permanent after the pandemic.
- To determine the impact that the roles of teachers have had on the student population of the High Schools in Guyana.
- To determine to what extent students can identify if there was a change in teachers' teaching styles in the classroom.
- To identify the impact of teachers' teaching styles after the pandemic on students' performances.
- To adequately analyze the CSEC performance of students before, during, and after the pandemic.

Research Questions

In order to achieve the objectives of the research, the research has the following research questions and hypotheses that will guide the study. The research questions are as follows:

1. *What are the permanent changes that teachers made in their teaching styles when dealing with learning during the pandemic?*
2. *How have the teaching styles of teachers differed in schools of different geographical areas of Guyana?*
3. *How has the changing role of teachers affected the performance of students at the CSEC Examinations?*
4. *What changes have the students found in teaching strategies in the classrooms of teachers now compared to traditional methods before the pandemic?*
5. *What measures can be put in place to ensure that teachers improve their teaching styles amidst the pandemic?*
- 6.

Publication of the European Centre for Research Training and Development-UK

There is a correlation between the research questions and the hypotheses (*as shown in Table 1 below*). The assumptions are made under secondary data and will be tested throughout the study.

Table 1 shows the correlation between the research questions and the hypothesis.

Research Questions	Research Hypothesis
What are the permanent changes that teachers made in their teaching styles when dealing with learning during the pandemic?	Teachers would have implemented a more blended approach to teaching in the classroom.
How have the teaching styles of teachers differed in schools of different geographical areas of Guyana?	Teachers in the interior still depend heavily on direct instruction due to limited resources.
How has the changing role of teachers affected the performance of students at the CSEC Examinations?	Students perform better at CSEC since teachers now create innovative lessons.
What changes have the students found in teaching strategies in the classrooms of teachers now compared to traditional methods before the pandemic?	Students have found that the lessons are more interactive and participative.
What measures can be put in place to ensure that teachers improve their teaching styles amidst the pandemic?	Teaching would be more effective if teachers utilized a blended approach and substitute resources.

EXPECTED FINDINGS

In this study, the changes in teaching styles may be permanent, particularly those related to the integration of technology and innovative pedagogical methods. In addition, the permanence of changes could be influenced by institutional support, teacher preferences, and ongoing challenges associated with the pandemic. Due to Guyana's geographical makeup, the teachers on the Coast would have adapted to more hybrid teaching styles since they have access to more resources as compared to those in inland areas of Guyana's highland and forested areas. Teaching styles that emphasize engagement, active learning, and differentiated instruction may positively correlate with improved student performance. To understand the extent to which teaching styles align with students' learning preferences could play a role in academic outcomes. Moreover, students are likely to be perceptive about changes in teaching styles, particularly if they experience a shift from traditional to online or blended learning. To mitigate the future impact of the teaching styles brought about by the pandemic measures such as Professional Development Training and Certificate programmes for Teachers in areas of a blended approach will need to be implemented

Publication of the European Centre for Research Training and Development-UK
by the Ministry of Education to foster the development of needed skills of all teachers to better
impact the students' performances.

DATA COLLECTION TOOLS

Questionnaires and interviews will be the two main instruments employed in this investigation. The researcher will also participate in the classroom observation of various teaching methodologies. The researcher will adopt a pragmatic strategy to collect the essential data and understand the information gathered. Interviews will be done with both teachers and students first, after which the researcher will then decipher questionnaires to facilitate supporting quantitative and qualitative data for the study. Pilot interviews were initially conducted, as advised by Magnusson and Maracek (2015), to test the questions in the semi-structured interviews, allowing adjustments and feedback to be made before the actual interviews were conducted. Interviews will be conducted face-to-face and over the telephone after considering the location of the participants from the researcher.

Sampling Procedure

For this study, the researcher would use a probability method by using a stratified sampling technique. Since the researcher will be targeting specific students to answer the questionnaires. The target population is first divided into homogeneous, mutually exclusive segments (called strata), and a simple random sample is then chosen from each stratum. Stratified sampling is a probability sampling technique. Following selection, the samples from the different strata are combined into one instance.

As a result, the researcher is searching for volunteers who fit into a certain group and subgroup. In this study, three schools will be employed, and 50 instructors total—15 from each—will be used for the research. These educators will be recognized according to a balance of their gender, years of experience, and the subjects they teach. One hundred fifty to two hundred students make up the class. Since these kids will be the ones who have been exposed to conventional teaching, online teaching, and blended teaching at the same school, the major selection criterion for students is that they must be in Grade 11. They would have started school in 2018 and would have received their diplomas in 2024. The Chief Education Officer will be contacted in writing before visiting the schools to request approval to expedite the completion of this research. Each Principal will need to get this authorized letter before the researcher enters the school and begins the research since they serve as the institution's gatekeepers. Before delivering the questionnaires to the children via a Google form, a letter of consent will also be supplied to the school for distribution to the parents of the students.

The first step in gathering quantitative data will be to analyze results from regional and national exams throughout six years (2019-2024). Since every child in Guyana is required to complete high school in five years, this time frame will be used. The use of both online and physical copies of

Publication of the European Centre for Research Training and Development-UK questionnaires will be used. This is due as well to location, some of the areas are quite distant from the researcher, additionally, and internet service is quite poor as well. Therefore, the researcher decided that the best route would be to use both methods of distributing the questionnaires.

Sample Size and Population

For this research, a total of three hundred and fifty (350) participants would be needed. The sample will be separated into two; students and teachers. A total of one hundred (100) students from each school will be used for the study. This was identified by the researcher as an adequate amount of learners since the average population of these schools is approximately 500 students from Grades 7 to 11. The use of 20% ($20/100 \times 500/1 = 100$ participants) would give an appropriate perspective of the impact of the pandemic on teaching styles and roles within the school and allow for generalization.

The research question and the underlying epistemological premise of a case study determine the sample size (Mills et al., 2009). For instance, when a researcher wants to create a detailed contextualization and idiographic explanation of a research problem, a single-case approach might be sufficient. A single-unit case study, as the name suggests, focuses primarily on one particular case.

The students would be between the ages of 14-17, of either gender, with at least 1/3 of males answering the questionnaires. It was not possible to ensure 50-50 percent of each gender since in all schools the male population of students is less than the females by a 1:2 ratio on average. Any student who had a disability was not incorporated into the study, since the requirement for them in the classroom is different from the targeted population, their differentiated instructions were an exception in the study. These students will be selected from grades 10 and or 11 since they would have been at the school for the three periods that the researcher is targeting. The ages of 14-17 represent a crucial developmental phase characterized using great cognitive, social, and emotional changes. In addition to their first-hand experience of the pandemic, they are at an age when their aptitude allows them to interpret the impact and relate such impact comprehensively. The pandemic caused a big move towards learning on our own. So, it's crucial to find out how 14-17 students got on with and shifted due to this change. Therefore, using them as the identified sample was critical to bringing a pertinent perspective on the impact of the pandemic on how they learned and the evolution of teaching styles in the classroom.

For the teachers, each school has an average of 40 teachers for grades 7 to 11. Taking into consideration that the main factors for selecting participants in the study are that they must have been employed at the school for at least five (5) years, and possess at least a bachelor's degree, the sample of 15 – 20 teachers per school was considered adequate. The teachers were selected based on the principle that they would have been at the same school before the pandemic, during the pandemic, and post-pandemic. The impact they would have experienced in the same setting and thus will be able to identify the changes brought about and to identify the challenges they faced in

Publication of the European Centre for Research Training and Development-UK
the same setting regarding the pandemic and the change it brought about in the education sector. Additionally, these teachers would have been trained without any knowledge of the pandemic and technology and therefore, it was pertinent to get their perspective as to the additional training and development sessions that would have had to be introduced into their schools to better equip them to undertake the dynamics the pandemic brought about to teaching in the High Schools of Guyana. The interview will only be done with senior teachers of the three institutions which include Heads of Departments, Senior Masters/Mistresses, Deputy Head Masters/Mistresses, and Head Masters/Mistresses. These persons were identified since they would have been at the institutions for a lengthy period, they are both in the classroom and responsible for several administrative duties of the schools. Additionally, the training and implementation of programmes by the Ministry of Education would have to be done by these senior teachers, also, the heads and deputies function as the liaison officers between the Chief Education Officer of the Ministry of Education and the schools' population.

CONCLUSION

The chief finding is that the pandemic would have caused a changing pedagogy of teachers. The impact of these changes is varying depending mainly on the availability of resources provided to the students and teachers in schools across Guyana. This study will show the role of the stakeholders and how collaboration is needed to build Guyana's education system to that of the rest of the world and ensure that the pandemic despite being something negative will bring about a positive change to the classroom learning process for all involved.

REFERENCES

- Albrecht, W.S., & Sacks, R.J. (2000). *Accounting Education: Charting the course through a perilous future*. Accounting Education Series (Vol. 16). Sarasota, FL: American Accounting Association.
- Arquero-Montano, J.L., Cardoso, S.M.J., & Joyce, J. (2004). Skills development, motivation and learning in financial statement analysis: An evaluation of alternative types of case studies. *Accounting Education*, 13(2), 191–212.
- Blainey, K., & Hannay, T. (2021). The impact of school closures on autumn 2020 attainment. *RS Assessment and School Dash*.
- Basioudis I.G., & De Lange, P.A. (2009). An assessment of the learning benefits of using a Web-based Learning Environment when teaching accounting. *Advances in Accounting, incorporating Advances in International Accounting*.
- Bonner, S. (1999). Choosing Teaching Methods Based on Learning Objectives: An Integrative Framework. *Issues in Accounting Education*, 14(1).
- Breen, L., Cohen, L., & Chang, P. (2003). Teaching and learning online for the first time: student and coordinator perspectives. Paper presented at Partners in Learning: 12th Annual Teaching Learning Forum, Edith Cowan University; 11–12 February 2003, Perth, WA.

Publication of the European Centre for Research Training and Development-UK

- Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). Teaching English as a foreign language. Routledge.
- Caggiano, G., Castelnuovo, E., & Kima, R. (2020). The global effects of COVID-19-induced uncertainty. SSRN Electronic Journal.
- Cottel, P.G., & Millis, B.J. (1993). Cooperative structures in the instruction of accounting. *Issues in Accounting Education*, 8(1), 40–60.
- Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research. Thousand Oaks, CA: SAGE
- Dowling, C., Godfrey, J.M., & Gyles, N. (2003). Do hybrid flexible delivery teaching methods improve accounting students' learning outcomes? *Accounting Education*, 12(4), 373–391.
- Engzell, P., A. Frey, and M. D. Verhagen, (2021) "Learning loss due to school closures during the COVID-19 pandemic," *Proc. Natl. Acad. Sci. U. S. A.*, vol. 118, no. 17.
- Hodges, C., Moore, S., Lockee, B., Trust, T. & Bond, M. A. (2020) The difference between emergency remote teaching and online learning. *Educause Review* <https://go.nature.com/38084Lh>.
- Johnson, B., Kuhfeld, M., & Tarasawa, B. (2021). How did students fare relative to the COVID-19 learning loss projections? *Sage Perspectives*.
- Kamanetz, A. (2020). 'Panic-gogy': Teaching Online Classes During The Coronavirus Pandemic. NPR.
- Kapur, Radhika. (2019). Development of Teaching-Learning Materials.
- Kecojevic, A., Basch, C. H., Sullivan, M., & Davi, N. K. (2020). The impact of the COVID-19 epidemic on the mental health of undergraduate students in New Jersey, cross-sectional study. *PLoS ONE*, 15(9)
- Khemraj, T., Gobin, V., & Persaud, M. (2021). Education during the COVID-19 Pandemic: Challenges and Opportunities for the Future. In *Education for Development* (pp. 65-81). Springer
- Kuzu, A. (2007). Views of preservice teachers on blog use for instruction and social interaction. *Turkish Online Journal of Distance Education*, 8(3).
- Magnusson, E. and Maracek, J. (2015). Doing interview-based qualitative research: A learner's guide. Cambridge University Press.
- Moss, G., Webster, R., Bradbury, A., & Harmey, S. (2021). Unsung heroes: The role of teaching assistants and classroom assistants in keeping schools functioning during lockdown.
- Prensky, M. (2001). Digital natives, digital immigrants. *From On the Horizon*. MCB University Press, 9(5), 1-6.
- Papadopoulos, I. (2020). *From translanguaging pedagogy to classroom pedagogy: Supporting literacy, communication and cooperative creativity*. Thessaloniki: Disigma Publications.
- Papadopoulos, I. (2022). Translanguaging as a pedagogical practice for successful inclusion in linguistically and culturally diverse classrooms. In *Handbook of research on policies and practices for assessing inclusive teaching and learning* (pp. 422-448). Hershey, PA: IGI Global.

Publication of the European Centre for Research Training and Development-UK

- Papadopoulos, I. (2021). Translanguaging as a Pedagogical Practice in Primary Education: Approaching, Managing and Teaching Diverse Classrooms. In Papadopoulos, I. & Papadopoulou, Sm. (2021). *Applied Linguistics Research and Good Practices for Multilingual and Multicultural Classrooms*. (pp.147-168). New York: NOVA Science Publisher
- Papadopoulos, I., & Shin, J.K. (2021). Developing young foreign language learners' persuasive strategies through intercultural folktales. *Research Papers in Language Teaching and Learning*, 1(1), 185-202
- Serroukh, Semo & Serroukh, Ibrahim. (2022). Traditional teaching method vs. modern teaching method The traditional way of teaching and learning.
- Sun L, Tang Y, Zuo W. (2020) Coronavirus pushes education online. *Nature Materials*.
- Talidong, K. J. B., & Toquero, C. M. D. (2020). Philippine teachers' practices to deal with anxiety amid COVID-19. *Journal of Loss and Trauma*, 25(6-7), 573-579. <https://doi.org/10.1080/15325024.2020.1759225>
- Teddlie, C. and Tashakkori, A. (2009) *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*, Sage, Thousand Oaks, CA.
- UNICEF. (2020). *Education Cannot Wait for Guyana: COVID-19 Education Brief*
- United Nations. (2020). *Policy Brief: Education during COVID-19 and beyond*. United Nations.
- Vai, M., & Sosulski, K. (2015). *Essentials of online course design: A standards-based guide*. New York, NY: Routledge.
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press
- Williamson, B., Eynon, R., & Potter, J. (2020). *Pandemic politics, pedagogies, and practices: Digital technologies and distance education during the coronavirus emergency*. *Learning, Media, and Technology*
- Xie, X., Xue, Q., Zhou, Y., Zhu, K., Liu, Q., Zhang, J., & Song, R. (2020). Mental health status among children in home confinement during the coronavirus disease 2019 outbreak in Hubei Province, China. *JAMA Pediatrics*, 174(9), 898-900