

**COVID-19 COPING MECHANISMS AND FINANCIAL POSITION OF PRIVATE
TERTIARY INSTITUTIONS IN RUBAGA DIVISION
CASE STUDY OF KAMPALA POLYTECHNIC, MENGO.**

BY

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**A RESEARCH PROPOSAL SUBMITTED TO UGANDA BUSINESS AND
TECHNICAL EXAMINATIONS BOARD IN PARTIAL FULFILLMENT
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BOARD**

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DECLARATION

I, Namuyiga Joan declare that the work presented in this proposal is my original work with all its contents compiled and produced out of my efforts under the guidance of my supervisor. It has never been presented for any award in any university/institution and where the work of other authors has been consulted, due acknowledgement has been made.

Signature.....

Date.....

APPROVAL

This is to certify that this proposal was written by Namuyiga Joan under my supervision and it is now ready for submission to Uganda Business and Technical Examinations Board with my approval.

SUPERVISOR;

Signature.....

Date.....

DEDICATION

This research proposal is dedicated to my beloved father, mother, my brother and my sister for their guidance, moral and financial support they have wholeheartedly rendered to me towards the success of this research and my Education. May the Almighty God bless you abundantly.

ACKNOWLEDGEMENT

I take this opportunity to thank all people who made a contribution in my academic life so far, I would like to express my heartfelt gratitude to my supervisor madam Aisha Nanyuja, whose tireless efforts have made my dreams a reality and for the academic guidance rendered to me during the course of my studies

I thank the Almighty God for His faithfulness throughout my studies. Without Him, I would not have been able to make it this far.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents a background of the study, statement of the problem, objective of the study, scope of the study, research questions, and the definition of key terms in the study.

1.1 Background to the Study

Globally, the outbreak of the novel coronavirus (COVID-19) brought seriously affected health care, economy, transportation, and other fields in different industries and regions. Population mobility sharply dropped, as a result of the quarantine policy, which led to weakened spending power and a stagnant economy. At the macro level, the COVID-19 outbreak caused the worst global recession since 1930, when the economy got absolutely creamed. The gross domestic product of China fell by 6.8% in the first quarter compared with the same period last year, and many countries suffered severe corporate bankruptcies and job losses (Fu and Shen 2020).

At the firm-level, the COVID-19 outbreak may affect the stock market (Iyke 2020a; Liu, Wang, and Lee 2020; Narayan and Phan 2020), firm performance in the energy industry (Fu and Shen 2020) and other aspects (Hagerty and Williams 2020). Investigations suggest that internal factors of the financial system may be the main causes of the economic decline in the recent years (Zubair, Kabir, and Huang 2020). For instance, the economic “stagflation” of the 1970s was caused by the soaring oil prices during this period and the economic depression of 2008 was caused by subprime mortgage crisis (Zubair, Kabir, and Huang 2020).

Tertiary education is a key factor in a nation's efforts to develop a highly skilled workforce to compete in the global economy. There are important private and public benefits to participating in tertiary education. Higher salaries, better employment opportunities, increased savings, and upward mobility are some of the private economic benefits obtained by taking part in tertiary education. A tertiary education graduate also obtains non-economic benefits including, a better quality of life, improved health, and greater opportunities for the future.

In Uganda, COVID-19 has been a disaster for the tourism industry in Uganda. The closure of its international borders by H.E Yoweri Kaguta Museveni was a necessary and important measure to control the disease, but it had the immediate effect of closing down most of the industry. Consequently, it is safe to say that it is the hardest hit sector in the Ugandan economy basically tourism sector. Since the spring of 2020 after the first outbreak of the SARS-CoV-2 virus, the COVID-19 pandemic has caused and continues to cause serious disturbances in daily life around the world. To counteract this public health emergency, a number of measures were imposed globally, including home-confinement, social distancing, and school closures. Among restrictive measures, school closure has changed children's and adolescents' everyday life, affecting their emotional resilience and mental health overall.

1.2 Problem Statement

Education is considered to be a powerful tool for growth throughout many sectors in Uganda. The country has even labeled education as a key component for driving for social growth, economic development, and transformation since becoming politically independent, as well as helping to achieve a more united nation and democratic reforms. In addition, Uganda's vision 2040, which provides paths to

becoming a more prosperous nation, highlights education as a crucial mechanism for economic growth by providing human capital (Tumwesige, 2020).

However, the COVID-19 pandemic possesses serious threats to the access of education in Uganda, and innovative solutions are needed to support this sector and ensure the continued education of rural populations.

Covid-19 copying mechanisms such as the funds that the government allocated on schools recover through Uganda development bank and funds that were allocated to teachers that can be accessed as loans as COVID 19 copying mechanism. These copying mechanisms could be of help to tertiary institutions in recovering from COVID 19 problems.

Therefore this study is set to assess the impact of Covid 19 mechanism on the financial position of Tertiary Institutions in Rubaga division

1.3 Objectives of the study

1.3.1 General objective

To assess the impact of Covid 19 mechanisms on the financial position of Tertiary Institutions

1.3.2 Specific Objectives

- i. To find out the factors affecting financial performance of tertiary institutions in Rubaga division
- ii. To find out the challenges faced by tertiary institutions in the copying mechanisms.
- iii. To establish the relationship between financial performance and covid -19 pandemic among tertiary institutions in Rubaga

- iv. To suggest possible solutions to boost tertiary institutions financial status after Covid 19

1.4 Research Questions

- i. What are the factors affecting financial performance of tertiary institutions in Rubaga division?
- ii. What are the challenges faced by tertiary institutions the copying mechanisms?
- iii. What are the relationship between financial performance and COVID -19 pandemic among tertiary institutions in Rubaga?
- iv. What are the possible solutions to boost tertiary institutions financial status after Covid 19?

1.5 Research Hypothesis

Covid-19 copying mechanism can lead to stable and increase the financial position of private tertiary institutions in Rubaga division

1.6 Scope of the Study

1.6.1 Content scope

The study seeks to establish the factors affecting financial performance of tertiary institutions in Rubaga division, challenges faced by tertiary institutions when conducting online learning in COVID periods, relationship between financial performance and Covid -19 pandemic among tertiary institutions in Rubaga and suggesting possible solutions to boost tertiary institutions financial status after Covid 19.

1.6.2 Geographical scope

The study will be conducted on tertiary institution located in Rubaga division in Kampala district

1.6.3 Time scope

The study will be conducted with in a period of two months that being effective from May 2022 to July, 2022

1.7 Significance of Study

Major stakeholders will benefit from the findings of this study as mentioned below;

The most direct significance of this research is to create awareness to the authorities on the negative impacts of COVID-19 attribute on the financial performance of tertiary institutions such that there be a remedy for it.

To the ministry of education and sports; this study will help to prove the importance of ICT towards educational improvement and growth. Since it will help to provide solutions to challenges brought by Corona

To the researcher: This study will also make academic contribution in the field of performance and act as a reference for further researchers.

To academicians: This study will also make academic contribution in the field of tertiary institution, the study will act as a reference to other researcher that will conduct the same study on the same variables

Information gathered from this study will assist policy makers to develop appropriate decision and action that will strengthen the service provision of quality and affordable education.

1.8 Operational Definition

Covid 19: Coronavirus disease 2019 (COVID-19) is defined as illness caused by a novel coronavirus called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)

Financial position: Financial position is the current balances of the recorded assets, liabilities, and equity of an organization and financial performance is a complete evaluation of a company's overall standing in categories such as assets, liabilities, equity, expenses, and revenue.

Tertiary education refers to all formal post-secondary education, including public and private universities, colleges, technical training institutes, and vocational schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will discuss the literature both theoretical and empirical on the effects of covid-19 mechanism on financial position of tertiary institutions

2.1 Relationship between COVID-19 and financial position of tertiary institutions

COVID-19 is a major health emergency worldwide. More than seven million people have been diagnosed worldwide, since January 2020, and several countries and regions are affected by the pandemic. Countries are forced to adopt quarantine measures because of the highly infectiousness nature of COVID-19. These measures have a great negative impact on aggregate demand, especially on consumption and exports. On the one hand, people were asked to go out less, and crowded places such as shopping malls were shut down. On the other hand, several countries imposed restrictions on import to prevent viral transmission, which greatly hit export-oriented businesses in China. Consequently, gross domestic product of China decreased by 6.8% in the first quarter of 2020. Extant studies investigated the connection between COVID-19 and oil price. Barroy, H. (2020) while few studies examined the impact of COVID-19 on the performance of public companies.

According to the real options theory, managers tend to defer investment when uncertainties rise, which may lead to miss profitable projects (Zeng et al. 2016). COVID-19 brings higher external risks, which lead managers to increase their cash holdings in case of emergencies. More cash retention takes up the investment funds

and reduces enterprises' momentum of sustainable development. In the short term, based on Maslow's hierarchy of needs, Consumers' demand for health and safety is more urgent than that for social contact during the pandemic, resulting in a shrinking demand (Hagerty and Williams 2020). These factors lead to a decline in corporate revenue, and ultimately a decline in corporate performance. The companies' productivity and revenue declined sharply due to the implementation of the quarantine measures, which inevitably led to performance decline. Based on this analysis, we hypothesized that:

A sector refers to the detailed division of the organizational structure system of business units or individuals engaged in homogenous production in the national economy (Phan, Sharma, and Narayan 2015). Sector classification can explain the development stage of the industry itself and its status in the national economy. Previous studies investigated that country responses and the reaction of the stock market to COVID-19 (Narayan and Phan 2020), and the impact of COVID-19 on US partisan conflict index (Apergis and Apergis 2020). The drawback of investigating the impact of the pandemic at the aggregate market level is that such an investigation assumes a homogeneous impact on sectorial performance – which implies that COVID-19 has the same impact for all sectors. (Narayan and Sharma (2011) argue that sectors are heterogenous and therefore are likely to react to market shocks differently.) Return predictability has links to certain industry characteristics. Therefore, the supply–demand relationship varies with the characteristics of the industry during the pandemic.

A common feature of all recent studies on COVID-19's economic impacts is that they focus on the aggregate market. Gil-Alana and Monge (2020) investigated the relationship between crude oil prices and COVID-19, finding a persistent shock on oil prices. Narayan and Phan (2020) also discussed the country responses and the

reaction of the stock market to COVID-19. In other words, these studies take a macro perspective in analyzing the role of COVID-19 in determining the fluctuations in economies. However, extant research found that the incremental impact of the degree and speed of operations within a given region, is greater for regions exhibiting faster economic growth than others exhibiting slower growth (Demirbag, Glaister, and Sengupta 2019). This means the impact of COVID-19 on corporate performance has obvious regional heterogeneity, since the growth rate is different across regions. Therefore, the region where the enterprise operates plays a crucial role in strategic selection and operation management.

2.2 Factors Influencing Financial Performance of organisations

Liquidity: The current ratio is the common measure of liquidity. Liquidity is an important factor for the company in the capability of meeting the debt obligations by using the available cash and current assets that can be quickly turned into cash. The current ratio is measured by the current assets to current liabilities, The ratio shows the ability of the company to convert its assets into cash that can form part of the working capital. This working capital is a critical means towards attaining financial performance for the company. The ability of the company to convert assets into cash is equivalent to its ability to manage the working capital which has to be kept to normal levels to avoid the company in becoming insolvent. The liquid assets are useful for the company in times when external streams of finance to the company are not accessible, or the cost of using external finance is more than resorting to liquid assets to finance its operational expenses and investments. Liargovas and Skandalis (2008) are in support of holding higher liquidity as it served a contingency plan in dealing with the future uncertainties and kept as reserves that can be used in times of low earnings to settle short-term obligations for the company.

Leverage: Leverage is an important ratio measured by total liabilities to total assets, which the company makes use of debt in financing assets for the business pursuit of achieving favorable financial performance. Equity holders treat leverage as an alternative for claiming residual to boost their financial performance (Sengupta 2019). The study by Sengupta 2019 covered firms that are listed and unlisted on the stock exchange in the Philippines and concluded by showing a positive relationship between the company's high debt ratio and its growth rate and profitability. Research conducted by Okwo (2012) on financial leverage revealed a positive return on equity through utilization of the ratio of total debt to total assets.

Asset utilization: Asset utilization as an organizational factor to determine the financial performance of the company is based on the clarification of assets that are crucial to the production or service processes necessary to drive the financial performance (Sengupta 2019). The consideration of asset utilization is significant towards identifying and measuring the capability and different functions of these assets owned by the company in ensuring the attainment of financial returns (Ellis, 1998). When assets are not effectively and efficiently utilized it leads to poor financial performance such as losses in the accumulation of revenue from investments. According to Okwo (2012) posited that agency costs are highly to increase when assets are inefficiently and ineffectively utilized which is an indication of management not promoting the interests of the business owners. A study done by Okwo (2012) on fixed assets investment and its relation to the profitability of the company indicates a positive relationship between the two variables.

Firm Size: The literature in the field proposes different results regarding the influence of so-called "size effect." The research conducted by Pervan (2012) found the negative relationship between the size of the firm and financial

profitability. It is stated that due to the presence of high market power, firms can charge higher prices for their products and services in the market. Moreover, high profitability of the firm can be the result of the economies of scale of good negotiating power of the firm with the suppliers. Moreover, Numerous scholars studied the link between the size of the firm and the financial returns arising from it, e.g. an empirical study conducted by Vijayakumar and Tamizhselvan (2010) significantly proved that there is a positive link between the size of the firm and financial performance. The study focused on the profitability aspect of the financial performance and found that big business firms have resources and capability to make a profit for the long term compared to the capabilities of small firms that are more of short to medium term in effectuating profitability.

Market share position: The resource-based view (RBV) posits that differences in performance of firms are owing to the resource ownership. The resource-based view of the firm is not considered only as the pure theoretical structure, but also significant in formulating the long-term strategy of the firm. The main focus of the resource based view focuses on using and relying on efficient usage of the resources to establish the competitive advantage of the company Okwo (2012). However, such resources should be valuable, rare, and not easy to imitate, and substitute. To validate the above view the following scholars have studied and tested it in various industries and found such link is positive. For example, Okwo (2012) validated in his study that the efficiency of the business firm in overall, be it gaining a large market share was highly dependent on its resources. Business firms gain market share position higher than their rivalries when their resource or products are superior to that of competitors in the hearts and minds of customers. Superior products of an organization significantly impact competitive advantage in a positive manner, which translates into financial performance.

A study conducted by McGrath (2018) reveals that the favorable financial returns in various forms amount into an organizational value which depends on two factors, that is market share positioning and having the competitive advantage over its rivalries to gain higher returns along with economies of scale. The above argument is in line with that of Porter (1998) in competitive advantage, in which he argues that having the cost advantage and product differentiation build an organization's market share position that consequently leads to sustained financial performance.

2.1 Challenges faced by Tertiary Institutions when conducting online leaning in Covid periods

Distance education offers individuals educational environments independent from time and space with the support of advancing web-based platforms and technologies (Bilgiç & Tüzün, 2015). Institutions choose distance education for a number of reasons such as accessing learning and education, updating skill development, increasing cost effectiveness, increasing the quality of educational structure, improving the capacity of the system of education, balancing inequalities between age groups, providing education to specific target groups, providing emergency case training to target groups, expanding the capacity of education in new subject areas, associating working and family life with education and adding an international dimension to education (McGrath (2018)). However, institutions sometimes encounter obstacles and problems in technology integration. McGrath (2018) identified first-order (external) and second-order (internal) barriers to the technological integration. First-order barriers are related with equipment, education, access, time and technical support; while second-order barriers (specific to teachers) are related with pedagogy, belief and personal preferences.

Davis, Gough and Taylor (2019) stated that student barriers to online learning might be misinterpretation of expectations, time management and interpersonal communication; while instructor barriers might be related to the identification of expectations, providing feedback and interpersonal relations. O’Doherty, Dromey, Loughed, Hannigan, Last and McGrath (2018) stated in their research based on the literature that barriers to online learning in medical training might be time limitations, weak technical skills, inadequate infrastructure, lack of institutional strategies and support and negative attitudes of everyone involved. Burns (2011) mentioned three barriers to the web-based distance education implementations in teacher education: lack of high-speed internet and durable technology, lack of trainer and student skills and lack of support services.

In the literature, studies on the problems faced in learning environments such as distance education, online learning, electronic learning, are not adequate in number. The related Participatory Educational Research (PER), 8 (4);321-333, 1 December 2021 studies have been conducted mostly with administrators and managers (Berge & Muilenburg, 2000; Bilgiç & Tüzün, 2015; Durak, Çankaya & İzmirli, 2020). These studies range from kindergarten to higher education, from health education to social sciences and to teacher education.

In the literature, there is a limited number of studies on the problems faced by students, parents, teachers and administrators in distance education during the Covid-19 period. Apriyanti (2020) found in their research that kindergarten and primary school parents face problems during the Covid-19 pandemic such as being unable to guide their children to learn and children’s lack of concentration, unwillingness to learn, desire to go to school, inability to learn online and limited comprehension of the material. Fauzi et al. (2020) found in their research that teachers face problems in the Covid-19 pandemic such as lack of opportunities,

network and internet use, planning, implementation and evaluation of learning, and collaboration with parents. Mailizar et al. (2020) found that teacher, school, curriculum and student were the four components of problems experienced by teachers in the Covid-19 period. Rasmitadila et al. (2020) found that teachers face problems in distance education implemented in the Covid-19 pandemic such as technical barriers, student's conditioning, student's participation in education and online education experience.

Coronavirus disease, also known as Covid-19, is a health problem today deeply affecting several areas like daily life, working life and the system of education in world. It first appeared in Wuhan City, China in December 2019, World Health Organization (WHO) (2021) declared Covid-19 is a global state of emergency on 30 January 2020 and a global pandemic on 11 March 2020. In order to reduce the spread of this life-threatening virus, specific limitations and rules such as travel restrictions and closure of restaurants, entertainment venues, theatres and cinemas have been imposed occasionally. Distance education implementations have been used to reduce contact and to continue education. By this way distance education has started to be implemented from preschool education to higher education.

During the Covid-19 pandemic, institutions, administrators, educators, students and even parents have unpreparedly found themselves in the distance education process. Transition from face-to-face teaching methods to more indirect methods, has forced schools into a flow of learning which is full of complexities and limitations (Rasmitadila, 2020). This process has had a great impact on school, teachers and students (Mailizar et al., 2020). In this process, individuals inevitably have faced specific difficulties and obstacles in institutions. Students have been affected psychologically by school closures, lack of equipment to participate in courses, being unable to access online materials from home and being unable to

leave home for a long time (Apriyanti, 2020). Also, the inadequate technological infrastructure of educational institutions can be considered another factor. Such factors are an obstacle to the success of the education implemented.

2.3 Effects and consequences of COVID-19 on tertiary education

Due to the COVID-19 pandemic, the possibilities for an academic institution to generate a more ‘welcoming environment’ are limited. As a result of national lockdowns, academic institutions are forced to rely on ‘remote practical teaching’ (Bowen, 2020). Remote practical teaching means no less than lectures delivered “from lecturers’ kitchen tables” to students’ homes. According to Daniel (2020), the most critical challenge for schools and universities during the transition from on-site studying to remote practical teaching is to reassure their students. This because in Daniel’s opinion, teachers and school counsellors have a better position at assuaging the anxieties of students in deprived situations.

In response to the COVID-19 pandemic, the government of Canada developed financial and social programs for Canada's most marginalized individuals (Friesen, 2020). However, despite international students being a vulnerable population, they are considered as non-permanent residents and thus excluded from participating in such federal programs. As a direct consequence, since foreign students were already facing difficult life conditions in their place of education prior to COVID-19 (McGrath (2018), lockdowns and campus closures are more likely to cause extreme anxiety among international students (Firang, 2020).

The financial implications for foreign students who are unable to return to their home country can be enormous. For example, international students in Australia often depend on precarious employment to supplement their income; but, due to a national lockdown, working on jobs to earn an income is no longer possible. Along

with the inability to return to their native country and the inability to receive federal COVID-19 stimulus packages, this has resulted in a major crisis in Australia (Parkes, 2020). Students are forced to sleep in front of their student accommodation, resulting in piles of mattresses and piled-up furniture outside the student houses.

Besides financial consequences, deteriorated social contacts are also influencing the mental health of (international) students. Academic institutions in Manchester (Grove, 2020) and the University of Cambridge (Bennett, 2020) have already confirmed that they will continue remote teaching in the 2021-2022 academic year. As a result, it will be difficult for new students to establish a social network in the place of study. Moreover, international students are facing a period of quarantine when entering the country of study, and thus creating a social network is even more difficult for international students (Smith, 2020). Smith argues that besides the lack of a social network, not having the opportunity of saying goodbye to former peers and friends can also result in a deteriorated mental health of students.

McGrath (2018) found that the general satisfaction with academic experiences and overall adaption in the new culture of international students is dependent whether the international student has made an adequate social network in their place of education.

Since COVID-19 is a relatively recent phenomenon, there is a relative scarcity of literature on the topic. However, several articles have already suggested that this worldwide pandemic is affecting people's mental health. For example, during the first national stay-at-home order, a Greek study of 1000 university students found an alarming rise in suicidal thoughts, depression, and anxiety symptoms among those students. (Kaparounaki et al., 2020).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methods that the research will be used to collect data in the study. It explains the research design, study population, sample size, sample selection, instruments and data collection, research process data analysis and presentation of findings.

3.1 Research design

The study will use descriptive research design; the research design will use both qualitative and quantitative method of data analysis. Qualitative will be used where the information would not be easily quantified and a descriptive approach will be a better tool, qualitative design will be used where the information will be easily quantified showing the magnitude.

3.2 Area and Study population

The study will be conducted in Kampala Polytechnic Mengo which is located along Kabaka Njagala road, Mengo, Rubaga division in Kampala district.

Target population is a set of elements identified for investigation based on the evaluation of research objectives, feasibility and cost-effectiveness. The study will be comprise of administrators, lecturers, marketing managers, accountant/bursar among others

3.3 Sampling procedures and Sample size

In this study, the sample will comprise of 35 respondents who will be selected from administrators, lecturers, marketing managers, accountant/bursar among others. Simple random sampling method will be used to select respondents from the selected categories of the respondents. In this study, the researcher will randomly select the respondents which will give an equal chance to all respondents to participate in the study.

Table showing sample size

Type of respondents	Sample size	Sampling method
Administrators	10	Purposive sampling
Lecturers	6	Simple random sampling
Accountant/bursar	2	Purposive sampling
Marketing	3	Simple random sampling
Non-teaching staffs	4	Simple random sampling
Total	35	

3.4 Methods of data collection

3.4.1 Questionnaires

Questionnaires will be used by the researcher where by simple language that is easily understood will be used in order to collect data in large quantities. 35 Questionnaires will be self-administered questions that will be both structured and semi structured formalized questions used in the survey to collect information which later will be analysed to provide results necessary for solving a given

research problem. This method will be used because, a larger sample of a given population can be contacted at a relatively low cost and easy to administer.

3.4.2 Observation

The researcher will critically observe situations as they happen using her naked eyes and record down what she has seen. This will be because it gives first-hand information concerning the study. I will observe the different coping mechanisms employed by Mengo polytechnic.

3.4.2 Interviewing method

The researcher will also use the interviewing method to gather first-hand information from the respondents of Kampala polytechnic Mengo. This will help to analyse the attitudes of respondents towards the topic of the study and gather information that is relevant. I will conduct interview administrators of polytechnic Mengo and during this time I will use interview guide to enable me to collect information related to the study objectives

3.5 Data analysis and presentation

The collected data will be sorted, edited for accuracy and then edited on a computer. Then after data will be presented in various illustrations for example tables and explanation, the researcher will compare and contrast the views of the different respondents in line with the literature review.

3.6 Anticipated Limitations of the study

A lot of money might be required in this study. This will involve buying data for internet, photocopying of articles, making phone calls, word processing, binding,

transport. These will increase the cost of the study. But the researcher plans to solicit for funding from the Guardians, friends, and in-laws

There might be a threat of time limit and deadlines that need attention considering the fact that the study will be carried out alongside other activities like course works, lectures and tests as well. But the researcher will follow a time frame designed for the study in order to complete in time

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APPENDIX I
QUESTIONNAIRE

Dear Respondent,

I am Namuyiga Joan a student at Buganda Royal Institute Mengo. I would appreciate your help by answering the following questions using the scales indicated. The aim of the questionnaire is to explore the *effect of covid-19 Coping Mechanism on the financial position of private tertiary institutions, with a help of Kampala Polytechnic, Mengo*. This information will be used strictly for academic purposes only and will be treated with utmost confidentiality.

SECTION A: BACKGROUND OF RESPONDENTS

1. Gender

Male Female

2. Level of education

Certificate/Diploma Bachelors Post graduate/master's degree PHD

3. Length of Service

0-3 yrs 3-5 yrs 5-7yrs above 7yrs

FOR SECTION B, C & D: Please indicate the extent of your agreement to the statement, Use a scale of 1-5, where (1-strongly agree, 2-agree 3-Not sure, 4- disagree and 5- strongly disagree)

SECTION B: FACTORS AFFECTING FINANCIAL PERFORMANCE OF TERTIARY INSTITUTIONS IN RUBAGA DIVISION

Statement	1	2	3	4	5
Number of students admitted in a semester					
Location of the institution					
Quality of lecturers by tertiary institution					
Level of advertising by tertiary institution					
Tuition charged on students tertiary institution					

SECTION C: CHALLENGES FACED BY TERTIARY INSTITUTIONS IN THE COPYING MECHANISMS

	1	2	3	4	5
High level of corruption in the country					
Limited financial resources to use by tertiary institutions					

According to you, what are other Challenges faced by tertiary institutions in the copying mechanisms?

1.
2.
3.
4.
5.
6.

SECTION E: POSSIBLE SOLUTIONS TO BOOST TERTIARY INSTUTIONS FINANCIAL STATUS AFTER COVID 19

Statement	1	2	3	4	5
Tertiary instutions should invest in massive advertising so as to make people of their service					
Government should reduce on taxes charged on tertiary instutions so as to boost their financial performance					

According to you, what are the possible solutions to boost tertiary instutions financial status after Covid 19?

1.
2.
3.
4.
5.

Thanks for your participation