The Impact of E-Learning on the Performance of History Learners in Eswatini General Certificate of Secondary Education

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Abstract : The study investigated the impact of e-learning on the performance of history learners in Eswatini general certificate of secondary education in the Manzini region of Eswatini. The study was guided by the theory of connectivism. The study had three objectives which were to find out the significance of e-learning during the COVID-19 era in learning History subject; challenges faced by history teachers' and learners' in e-learning; and how the challenges were mitigated. The study used a qualitative research approach and descriptive research design. Purposive sampling was used to select eight History teachers and eight History learners from four secondary schools in the Manzini region. Data were collected using face to face interviews. The collected data were analyzed and presented in thematically. The findings showed that history teachers had good knowledge on what e-learning was, while students had little understanding of e-learning. Some of the forms of e-learning that were used during the pandemic in teaching history in secondary schools included TV, radio, computer, projectors, and social media especially WhatsApp. E-learning enabled the continuity of teaching and learning of history subject. The use of e-learning through the social media was more convenient to the teacher and the learners. It was concluded that in some secondary school in the Manzini region, history teacher and learners encountered challenges such as lack of finances to purchase e-learning gadgets and data bundles, lack of skills as well as access to the Internet. It was recommended that History teachers should create more time to offer additional learning support to students whose performance was affected by the COVID-19 pandemic effects.