The role of parents and implementation of home-based learning under covid-19 pandemic: a study of learners in Lamwo district

By

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19/U/2628/MED/PS

Research report submitted to the directorate of research and graduate training in partial fulfilment of the requirements for the award of master of education in education management of Gulu University

September 2026

DECLARATION

I, Akello Faith, declare that this work titled "The Role of Parents and Implementation of Home-based Learning under COVID-19 Pandemic: A study of selected primary schools in Lamwo District" is my original work and has never been published, submitted, or presented for any academic award in Gulu University or any other institution of higher learning.

Signature.....

Date.....7 Oct. 2026

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APPROVAL

This research report, titled "The Role of Parents and Implementation of Home-based Learning under the COVID-19 Pandemic: A Study of Learners in Selected Primary Schools in Lamwo District," has been duly submitted with our approval, as the appointed supervisors from Gulu University.

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DEDICATION

I dedicate this dissertation to the people who supported me throughout my education: my Parents, and Family I give glory to God who is the source of all these gifts.

Table of Contents

DECLARATION i

APPROVAL ii

ACKNOWLEDGEMENT iii

DEDICATION iv

List of Tables x

List of Figures xi

ABSTRACT xiii

CHAPTER ONE 1

INTRODUCTION AND BACKGROUND TO THE STUDY 1

1.0 Overview 1

1.1 Background 1

1.1.1 Historical Background 1

1.1.2 Conceptual Background 2

1.1.3 Theoretical Background 4

1.1.4 Contextual Background 7

1.2 Statement of the problem 9

1.3 Purpose of the study 10

1.4 Specific Objectives 10

1.5 Research questions 10

1.6 Research Hypothesis 11

1.7 Scope of the study 11

1.7.1 Content Scope 11

1.7.2 Geographical Scope 11

1.7.3 Time Scope 12

1.8 Justification of study 12

1.9 Significance of the Study 13

1.10 Theoretical Framework 13
1.11 Conceptual Framework 14
CHAPTER TWO 17
LITERATURE REVIEW 17
2.0 Introduction 17
2.1. Theoretical Literature Review 17
2.2 Roles of parents in the implementation of home-based learning 18
2.4 Parent's competence in supporting home-based learning 20
2.5 The Success of Home-Based Learning during COVID- 19 Pandemic 22
2.6 Challenges faced by parents in implementing the home-based learning 24
Summary 30
CHAPTER THREE 31
RESEARCH METHODOLOGY 31
3.0 Introduction 31
3.1 Research Design 31
3.2 Research Approach 32
3.2.1 Quantitative Research Approach 32
3.2.2 Qualitative Research Approach 32
3.3 Study Population 32
3.3.1 Categories of Respondents 33
3.4 Sample Size and Sampling Procedure 33
3.4.1 Sample Size Determination 33
3.4.2 Sampling Technique 34
3.5 Data Collection Methods 35
3.5.1 Quantitative Data Collection Method 36
3.5.2 Qualitative Data Collection Methods 36
3.6 Data Collection Instruments 37

3.6.1 Quantitative Data Collection Instrument 37
3.6.2 Qualitative Data Collection Instruments 37
3.7 Quality Control of Research Instruments 38
3.7.1 Validity and Reliability of the Quantitative Instrument 38
3.7.2 Trustworthiness of the Qualitative Instruments 39
3.8 Data Analysis 40
3.8.1 Quantitative Data Analysis 40
3.8.2 Qualitative Data Analysis 40
3.8.3 Integration of Quantitative and Qualitative Data 41
3.9 Ethical Considerations 41
3.10 Limitations and Delimitations of the Study 42
3.11 Summary 42
CHAPTER FOUR 43
PRESENTATION OF FINDINGS 43
4.0 Introduction 43
4.1 Demographic Characteristics of Respondents 43
4.2 Roles Played by Parents in the Implementation of Home-Based Learning 44
4.2.1 Quantitative Results 44
4.2.2 Qualitative Results 45
4.3 Parents' Competence in Supporting Home-Based Learning 45
4.3.1 Quantitative Results 46
4.3.2 Qualitative Results 46
4.4 Success of Parental Involvement in Supporting Home-Based Learning 47
4.4.1 Quantitative Results 47
4.4.2 Qualitative Results 48
4.5 Challenges Faced by Parents in Implementing Home-Based Learning 48
4.5.1 Quantitative Results 48

4.5.2 Qualitative Results 49
4.6 Validation of the Research Hypothesis 49
4.7 Summary 50
CHAPTER FIVE 51
DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS 51
5.0 Introduction 51
5.1 Conceptualising Home-Based Learning 51
5.2 Roles Played by Parents in the Implementation of Home-Based Learning 52
5.3 Parents' Competence in Supporting Home-Based Learning 53
5.4 Success of Parental Involvement in Supporting Home-Based Learning 55
5.5 Challenges Faced by Parents in Implementing Home-Based Learning 56
5.6 Summary of Findings 57
5.7 Conclusion 58
5.8 Contribution to Knowledge 59
5.9 Recommendations 59
5.10 Areas for Further Research 60
References 62
APPENDICES 67
Appendix 1: Personal Letter of Introduction 67
Appendix 2: Questionnaire for Parents 68
Appendix 3: Questionnaires for parents 70
Appendix 4: Interview guides to parents who cannot read and writes 76
Appendix 4b: Lapeny bot lunyodo malube ki pwonye pa lotino ki gang i kare me Corona-19 78
Appendix 5: Interview guides for head teachers 80
Appendix 6: Interview guide for focus groups with Stakeholders 82
Appendix 7: Interview Guide for Learners 84

Appendix 8a: Informed Consent in English.....86
Appendix 8b: Consent form in Luo 88
Appendix 9: Letter of Introduction 90
Appendix 10: Map of Uganda showing districts 92
Appendix 11 Map of Lamwo District showing Sub- Counties and primary schools 93
Appendix 12: R.V Krejcie & D.W. Morgan Table of Sample Size Determination (1970)....94
Appendix 13: Signed Consent Forms 941

List of Tables

Table 1 Distribution of Respondents by Category.....34
Table 2 Distribution of Respondents and Participants per Sampled School 35
Table 3 Demographic Characteristics of Parent Respondents (n = 180).....43
Table 4 Parents' Reported Roles in Home-Based Learning (n = 180) 44
Table 5 Parents' Self-Reported Competence in Supporting Home-Based Learning (n = 180) 46
Table 6 Frequency of Parental Engagement with Home-Based Learning (n = 180).....47
Table 7 Mean Ratings of Challenges Faced by Parents, Ranked (n = 180).....48

List of Figures

Figure 1 Hierarchy of Needs.....6
Figure 2 Conceptual Framework (Illustration) 15

LIST OF ACRONYMS

Covid- 19:	Corona Virus Disease 2019
D.E.O:	District Education Officer
D.I.S:	District Inspector of Schools
Dr:	Doctor
E.C.D:	Early Childhood Development
EMIS:	Education Management Information System
e.g:	for example
e.t.c:	et cetera
GUREC:	Gulu University Research Ethical Committee
HBL:	Home- based learning
MoE:	Ministry of Education
MoES:	Ministry of Education and Sports
Pg:	page
P/S:	Primary School
TV:	Television
UNESCO:	United Nations Education Scientific and Cultural Organization

ABSTRACT

The COVID-19 pandemic forced an unprecedented shift in education systems globally including Uganda where schools were closed for extended periods. This dissertation examines the success, outcomes, and challenges of home-based learning during the COVID-19 pandemic in Lamwo District, Northern Uganda. The study aimed to assess the role of parents, to explore the roles of parents, to establish parents' competence, to investigate the success of home-based learning and explore the challenges faced by the parents in implementing home-based learning in Lamwo District during COVID- 19 pandemic. A mixed-methods approach was used, combining quantitative surveys with qualitative interviews. Data were collected from parents, head teachers, stakeholders and learners in selected primary schools within Lamwo District. Categorical variable was summarised using frequencies and percentages. The study found that home-based learning outcomes were largely shaped by parental involvement, with higher academic performance in households where parents actively participated in their children's education. However, widespread challenges such as limited access to technology, unreliable electricity and inadequate learning materials significantly hindered learning for many learners. Additionally, the study highlighted inadequate time allocated by parents for learning by learners, exacerbated by the lack of monitoring and supervision during the pandemic. The study concludes that addressing these challenges requires a more inclusive approach that ensures equitable access to learning materials, improved infrastructure and greater support for parents. The study reveals parents in Lamwo District struggle with home-based learning due to material shortages, digital access barriers, knowledge gaps, unconducive environments, and assessment difficulties, significantly hindering educational implementation. The study recommends; integrating parental support, quality learning materials, government-private partnerships, broadcast education, community involvement, and effective monitoring to enhance educational outcomes.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Overview

This report delved into the role of parents and the execution of home-based learning amidst the Covid-19 pandemic in chosen primary schools within Lamwo District. The advent of the Covid-19 pandemic and subsequent lockdowns had necessitated the shift to home-based learning. A key focus of the study was the role parents played in facilitating home-based learning. With schools closed, parents and guardians became central to their children's education, a responsibility that many were unprepared for especially in rural communities. The study sought to explore how parents managed this role, the difficulties they faced, and the strategies they employed to support their children's learning during the pandemic. The first chapter provided the background of the study, outlining the problem statement, study purpose, objectives, research questions, scope, justification, significance, and the theoretical, contextual and conceptual frameworks.

1.1 Background

1.1.1 Historical Background

Globally, the role of parents in supporting children's education has long been recognized as a critical determinant of learning outcomes. Scholars such as Epstein (2018) highlight that parental involvement through supervision, encouragement, and provision of resources creates overlapping spheres of influence between home, school, and community that directly shape learners' success. In high-income countries, parents have historically played complementary roles to teachers, ensuring continuity of learning at home through structured routines, access to books, and engagement with digital tools. This global recognition of parents as co-educators laid the foundation for understanding their central role when crises disrupted formal schooling.

The COVID-19 pandemic, declared by the World Health Organization in March 2020, amplified this parental role worldwide. With schools closed in nearly every country, parents became the primary facilitators of home-based learning. UNESCO (2020) reported that by April 2020, over 1.5 billion learners more than 90% of the global pupil population were

affected by school closures. In contexts where digital infrastructure was strong, such as Finland

and South Korea, parents guided children through online platforms, balancing work responsibilities with educational supervision. However, in resource-constrained settings, parents faced significant challenges in providing adequate support, revealing deep inequalities in educational access (Pokhrel & Chhetri, 2021).

In sub-Saharan Africa, and Uganda in particular, the pandemic exposed the fragility of education systems and the heavy reliance on parents to sustain learning. The Ugandan government responded by distributing printed materials and broadcasting lessons via radio and television (MoES, 2020). Yet, the effectiveness of these interventions depended largely on parents' ability to interpret materials, supervise study sessions, and motivate learners. Studies such as Novianti & Garzia (2020) and Sari & Maningtyas (2020) emphasize that parents' competence, attitudes toward education, and resource availability were decisive factors in determining whether home-based learning succeeded or failed.

In Northern Uganda, Lamwo District presented a unique case due to its post-conflict recovery context, high illiteracy rates, and limited infrastructure. Parents in Lamwo were thrust into unfamiliar roles as educators, often without adequate preparation, resources, or digital access. The district's reliance on radio lessons and printed materials meant that parental involvement was not optional but essential. Parents had to supervise, explain, and motivate learners while balancing livelihood pressures during lockdowns. This historical moment underscored the indispensable role of parents in sustaining education during emergencies, making Lamwo District an important setting for examining how parental involvement shaped home-based learning outcomes under COVID-19.

1.1.2 Conceptual Background

The global outbreak of COVID-19 in early 2020 brought about widespread disruptions to education systems across the world, forcing schools to close and prompting an urgent shift to home-based learning. Home-based learning refers to an educational approach where instruction and learning activities primarily occur within the home environment, facilitated by parents or guardians, with guidance from teachers through printed materials, radio, television, or digital platforms (Tay et al., 2021; Kostelecká et al., 2021). This transition significantly

altered the dynamics of education, shifting much of the responsibility from teachers and schools to parents and guardians.

Parental involvement, the independent variable in this study, has been defined by Epstein (2018) as the overlapping spheres of influence between family, school, and community, while Goodall and Montgomery (2014) emphasize that it ranges from parental presence at school activities to genuine engagement with children's learning at home. Williams-McBean and Ledgister (2026) further describe it as a multidimensional construct encompassing collaboration among home, school, and community to promote positive educational outcomes. Operationally, in the context of Lamwo District, parental involvement refers to the extent to which parents supervised, guided, and supported their children's home-based learning during COVID-19, including provision of materials, monitoring study time, and communication with teachers.

The dependent variable, home-based learning outcomes, has been defined by Ray (2025) as parent-controlled, home-based education where parents plan and administer their children's learning, and by Basnyat (2024) as a flexible and personalized alternative to formal schooling that gives parents greater control over curriculum and pace. Coppus (2023) similarly notes that homeschooling is the education of school-aged children at home rather than at a public or private school, often motivated by parental responsibility and values. Operationally, in this study, home-based learning outcomes are measured by learners' ability to access and utilize MoES-provided materials, participation in radio and television lessons, parental monitoring, and learners' academic performance during the lockdown.

Conceptually, the success of home-based learning during the pandemic depends on several key factors, with parental involvement playing a central role. Parents, often untrained for the demands of formal teaching, were expected to supervise and guide their children's learning while also balancing other household or livelihood responsibilities. In rural areas such as Lamwo District, access to learning resources was another critical factor, as home-based learning relied on the availability of educational materials, technology, and infrastructure such as electricity and internet access. Government and school support systems were also vital in determining the success of home-based learning. Where schools and local governments provided ongoing guidance and distributed learning materials, implementation was more likely to succeed. However, in under-resourced areas, parents had to shoulder a much heavier burden, often with little training or preparation.

1.1.3 Theoretical Background

This study is grounded in Vygotsky's Theory of Social Development (Vygotsky, 1978) and Maslow's Theory of Human Motivation (Stayan Stoyanove, 2017). Vygotsky theory highlights the role of social interaction and culture in cognitive development. He introduced the concept of the Zone of Proximal Development (ZPD), where learning occurs with the support of more knowledgeable others (teachers, peers). This emphasizes the importance of social environments in cognitive growth. Vygotsky theory emphasizes the crucial role of social interaction and parental guidance in children's learning and development, which is particularly relevant to home-based learning contexts. Maslow's theory provides insights into how basic needs must be met for effective learning to occur, especially during crisis situations like the COVID-19 pandemic (Daniel, 2020).

Maslow's Humanistic Theory of Learning

Proposed by Abraham Maslow (1908-1970), the Humanistic Theory of Learning emphasizes that certain preconditions, or needs, must be fulfilled for effective learning to occur (Stayan Stoyanove, 2017). Maslow identified a hierarchy of needs that ranges from basic physiological needs (such as hunger, thirst, and safety) to higher-level intellectual achievements, such as self-actualization. According to this theory, lower-level needs (e.g., food, shelter, security) must be satisfied before learners can focus on higher-level needs, such as intellectual growth and creativity (Abdillah, 2019). Although Maslow is more focused on individual needs, his hierarchy includes belongingness and love needs (social connections and relationships). These are essential for self-actualization (the ultimate goal of human potential), which can be facilitated in a supportive, socially connected environment for home learning.

Both Maslow and Vygotsky emphasize the need for social engagement and supportive environments in learning and development. Vygotsky focuses more on cognitive development through interaction, while Maslow stresses the need for emotional and social fulfilment to enable personal growth.

Similarly, both theories agree that learners need support to grow. While Vygotsky views this support from more knowledgeable others (teachers, mentors) and Maslow approaches it from a secure, nurturing environment that meets emotional and social needs.

It is important to note that, the two theories recognize that motivation plays a crucial role in learning. Vygotsky links motivation to social interaction, while Maslow connects motivation to fulfilling basic human needs.

Relevance to Home-based Learning:

This theory is particularly relevant to home-based learning in several ways:

1. Learning Environment: During the COVID-19 pandemic, homes became primary learning spaces, making parents responsible for ensuring basic needs were met before learning could effectively occur (Bhamani et al., 2020). The theory helps explain why some children struggled with home-based learning when basic needs were compromised due to pandemic-related challenges.

2. Parental Role: Home-based learning encourages parental involvement, with parents being more aware of their child's academic progress and daily routines. Parents became crucial in creating a supportive home environment that addressed both physical and psychological needs, which Maslow's theory identifies as essential for learning (Novianti & Garzia, 2020). The theory explains why parental involvement in ensuring basic needs were met was fundamental to successful home-based learning.

3. Learning Readiness: The theory helps understand how the home environment's ability to meet children's hierarchical needs directly impacted their readiness and capacity to engage in learning activities (Sari & Maningtyas, 2020). This was especially relevant during the pandemic when many families faced additional stressors affecting basic needs fulfillment.

4. Educational Support: Understanding Maslow's hierarchy helped educators and parents recognize that effective home-based learning required attention to both physical and emotional needs, not just academic content delivery (Rahmadani et al., 2021).

Maslow's hierarchy is divided into physiological and psychological needs, with the latter including belongingness, love, esteem, and self-actualization. In the context of home-based learning, this theory suggests that for pupils to effectively engage in learning, their basic needs must first be met. For example, in rural areas like Lamwo District, pupils may face

challenges in fulfilling physiological needs (such as access to adequate food and shelter), which can hinder their ability to engage in educational activities. However, beyond these fundamental requirements, the competence and skills of parents in facilitating a supportive home environment are crucial. Parents who can effectively provide emotional support, create a sense of belonging, and foster self-esteem directly contribute to fulfilling their children's psychological needs, enabling better cognitive engagement. Developing parent competence through training and resources, particularly in areas like effective communication, creating structured learning routines, and providing constructive feedback, can significantly enhance the home-based learning experience and enable children to strive for higher-level needs, such as self-fulfilment.

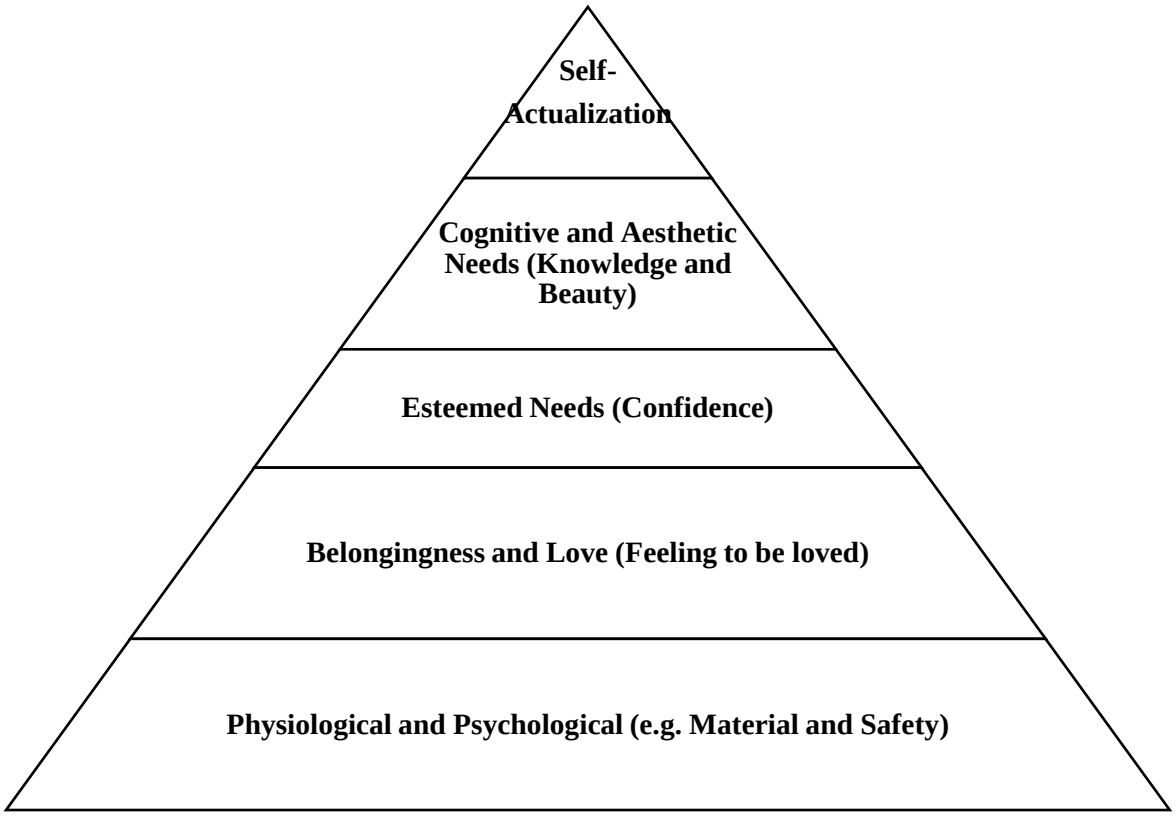


Figure 1 Hierarchy of Needs

The home-based learning program, designed by the Ministry of Education and Sports (MoES), was a learner-centric system. This system contrasted with the traditional school-based learning, which involves face-to-face interaction between learners and teachers. In this program, learners were provided with study materials by the MoES. Additional learning resources, supervision, and other forms of support were expected to be provided by the parents (Ministry of Education and Sports, 2020; Simpson Biryabaho & Patrick Oguttu,

2020). However, it is noteworthy that the MoES did not conduct any summative assessments of learning during or after the lockdowns (Owusu-Fordjour et al., 2020; Sintema, 2020).

1.1.4 Contextual Background

The research was carried out in Lamwo District, located in the northern part of Uganda, known for its diverse demographic and educational profile. This district was selected due to its unique post-conflict recovery context, high illiteracy rates, and the presence of both rural and urban schools, making it an ideal setting to study the implementation of home-based learning (Azubuike et al., 2021). The study focused on 15 primary schools distributed across five sub-counties within the district: Padibe Town Council, Padibe East, Padibe West, Katum, and Aceba.

According to the Uganda Bureau of Statistics (2017, as cited in Siahann et al., 2021), 38.4% of the population aged 18 and above are illiterate. Most schools in Lamwo operate on a day basis, with Learners attending classes during the day and returning home in the evening. Only two of the chosen schools offer both day and boarding facilities, providing some Learners with the option to reside on campus during the term.

During the COVID-19 lockdown, the shift to home-based learning in Lamwo District presented unique challenges and opportunities. Given the high illiteracy rate and the day-school system, the transition required innovative strategies such as household clustering approaches for group learning, community-based radio programs, and the use of local language materials to ensure continuity of education (Simpson Biryabaho & Patrick Oguttu, 2020). The MoES designed a Framework for Continued Learning during the Covid-19 Lockdown in Uganda (MoES, 2020) and directed the use of radio broadcasts, television programs, and mobile learning platforms to be explored to deliver educational contents. Considering the limited access to internet facilities, learning materials were distributed through schools to homes and parents or guardians were to be engaged to facilitate the learning process from homes. It should however be noted that parents were to be the overseers of home-based learning but not as teachers.

The curriculum for home-based learning was context-specific, considering the experiences of the learners, such as their exposure to civil unrest and subsistence farming and other economic activities (Ministry of Education and Sports, 2020; Mwenje et al., 2020). This approach aimed to make learning more relatable and engaging during the lockdown (Aziz et

al., 2022). Furthermore, special attention was given to South Sudanese refugees and other vulnerable groups, especially the visually and hearing-impaired learners, to ensure inclusivity (Torrentira Jr, 2021). The success of home-based learning during the lockdown largely depended on the collaborative efforts of educators, parents, community leaders and the government.1.1.5 Conceptual Perspective

The Covid-19 pandemic significantly disrupted the global order, with education being one of the most affected sectors. The conventional in-person teaching and interaction between teachers and learners became difficult due to lockdowns and subsequent school closures. This situation led to limited access to textbooks and other teaching aids, thereby complicating parents' efforts to facilitate home-based learning (Maphosa et al., 2021, p. 219).

In response to this challenge, Uganda's Ministry of Education and Sports introduced home-based learning and issued a directive titled "Framework for Continued Learning During Covid-19 Lockdown in Uganda" (MoES, 2020, p. 3). The directive outlined the roles of parents in this new learning environment, which include monitoring and guiding the learning process, providing necessary learning materials, and supporting learners as needed. Parents were also encouraged to facilitate their children's access to radio and television broadcasts for educational content (MoES, 2020, p. 5). However, the circular did not provide for formative and summative assessment which could be used to measure learners learning achievement during and after the lockdown making it impossible to evaluate the effectiveness of home-based learning under the supervision of parents. This study aimed to explore the extent of parental involvement in enhancing home-based learning.

Parents bore the responsibility of fulfilling their children's basic needs, which encompassed physical and mental growth, education, moral values, attitudes, good habits, safety and security and fostering well-behaved cultural relations within the family and society (Ceka et al., 2016, p. 61). The family environment should cultivate a positive work attitude and contribute to personality development.

In the context of home-based learning, parents were subjected to additional responsibilities of monitoring, supervising, guiding the learning process and providing learning materials, designating a study space, allocate time for learning, supervise and monitor the learning process, guide and counsel their children, address learners' challenges, and instilling moral values, among other responsibilities (Sari & Maningtyas, 2020, p. 95; Novianti & Garzia, 2020, p. 119).

Ministry of Education and Sports of Uganda (MoES, 2020, pp. 14-15) formulated a Preparedness and Response Plan for Covid-19. This plan was to be adhered to by stakeholders in the event of a "worst-case scenario" where school closure persisted leading to the implementation of home-based learning as outlined in the second circular.

In the final version of the framework for the provision of continued learning during the Covid-19 lockdown in Uganda (MoES, 2020, pp. 3-4), various modes of delivery are proposed. These are tailored to suit the convenience of different learners across the country and include: - Print and self-study packages, live and recorded radio lessons, television lessons and online uploads accessible via phones and computers.

The effectiveness of self-study learning is contingent upon the involvement of parents, guardians and children, who are identified as the principal actors in the execution of home-based learning (MoES, 2020, p. 59). All these was to ensure the continuity of education from home.

1.2 Statement of the problem

The implementation of home-based learning in Uganda during the COVID-19 pandemic revealed significant gaps in educational delivery, particularly in rural districts such as Lamwo. While the Ministry of Education and Sports (MoES) provided printed materials and broadcast lessons via radio and television, the success of these interventions depended heavily on parents' ability to supervise, interpret, and guide their children's learning. In practice, many parents lacked the competence, resources, and time to effectively implement home-based learning. Limited access to digital tools, unreliable electricity, and inadequate learning materials further constrained the process.

The problem is that despite government efforts, the actual implementation of home-based learning was inconsistent and uneven, with learners in resource-poor households experiencing severe setbacks. Parents were thrust into roles for which they were unprepared acting as teachers, supervisors, and motivators yet without adequate training or support. This led to challenges such as poor monitoring of study sessions, low learner engagement, and unequal access to educational opportunities. In Lamwo District, where high illiteracy rates and infrastructural limitations already hinder education, these challenges were magnified, resulting in significant disparities in learning outcomes.

Therefore, the central problem addressed by this study is the difficulty of implementing home-based learning in Lamwo District during COVID-19, particularly the extent to which parental involvement, competence, and resource availability influenced its success or failure. Understanding these challenges is critical for designing more effective strategies to support parents and ensure equitable access to education during emergencies.

1.3 Purpose of the study

The study sought to investigate the role of parental involvement in the execution of home-based learning of learners in chosen primary schools in Lamwo District amid the Covid-19 pandemic.

1.4 Specific Objectives

The study was guided by the following objectives:

1. To explore the roles of parents in the implementation of home-based learning of learners in Lamwo District during COVID- 19 pandemic.
2. To establish parents' competence in supporting home-based learning during COVID-19 pandemic.
3. To investigate the success of home-based learning in Lamwo District during COVID-19 pandemic.
4. To explore the challenges faced by parents while implementing home-based learning in Lamwo District during COVID- 19 pandemic.

1.5 Research questions

The research was guided by the following research questions:

1. What roles did parents play in the implementation of home-based learning of learners in Lamwo District?
2. What were the parents' competencies used in supporting home-based learning?
3. What was the success level of the success of home-based learning in Lamwo District during COVID- 19 pandemic?
4. What were the challenges faced by the parents in implementing the home-based learning in Lamwo District?

1.6 Research Hypothesis

Null Hypothesis (Ho):

"There is no significant relationship between parental involvement and the effectiveness of home-based learning among primary school learners in Lamwo District during the COVID-19 pandemic."

Alternative Hypothesis (Ha):

"There is a significant positive relationship between parental involvement and the effectiveness of home-based learning among primary school learners in Lamwo District during the COVID-19 pandemic."

This hypothesis posits that as parental engagement increases through roles such as providing educational materials, creating conducive learning environments, and offering emotional support the success rate of home-based learning will also improve. This was tested through quantitative measures of parental involvement and corresponding academic outcomes for students during the pandemic.

1.7 Scope of the study

1.7.1 Content Scope

The content scope of this study focused on the implementation of home-based learning during the COVID-19 pandemic, with particular emphasis on the role of parents in supporting learners. Specifically, the study examined parental competence, provision of learning materials, monitoring of study sessions, communication with teachers, and the challenges encountered in sustaining home-based learning. Learners' outcomes were assessed in terms of their ability to access and utilize Ministry of Education and Sports (MoES) materials, participation in radio and television lessons, and overall academic engagement during the lockdown.

1.7.2 Geographical Scope

The geographical scope was limited to Lamwo District in Northern Uganda, a region characterized by post-conflict recovery challenges, high illiteracy rates, and limited educational infrastructure. The study was conducted in five sub-counties Padibe Town Council, Padibe East, Padibe West, Katum, and Aceba where fifteen primary schools were purposively selected to represent both rural and semi-urban contexts.

1.7.3 Time Scope

The time scope of the study covered the period between March 2020 and December 2021, which corresponds to the extended school closures in Uganda due to the COVID-19 pandemic. This timeframe was chosen because it marked the peak of home-based learning implementation, when parents assumed primary responsibility for their children's education. Data collection and analysis were carried out between January 2024 and March 2025, allowing for reflection on the long-term effects of parental involvement during the pandemic.

1.8 Justification of study

The results of this study are expected to be beneficial to the community of Lamwo and Uganda at large in several ways. Stakeholders such as teachers, policymakers, and technical staff at the district and central government levels can utilize the study findings to sensitize parents and the wider local community about the relevance of parental engagement in educational activities, both at home and in schools. Furthermore, the study could help educate parents about their essential day-to-day roles in their children's education, particularly while they are at home. Scholars may also find the study findings useful for academic purposes, while researchers can use the study as a foundation to generate more knowledge from various perspectives. The findings of this research could serve as a basis for further investigation into the role of parents and the implementation of home-based learning in similar situations where schools are compelled to close, and learning must continue from home.

Parental involvement is a key factor in pupils' academic outcomes both internationally and locally. In Uganda, parental participation includes providing a conducive study environment and having increased expectations for children. Studies show that parental involvement, including parent-pupil interaction, moral guidance, and parent-teacher interaction, positively impacts pupils' academic performance. Sensitizing parents about their role in their children's academic performance is crucial.

1.9 Significance of the Study

It was expected that the results of the study would be useful to the community of Lamwo and Uganda at large in the following ways: - The stakeholders such as teachers, policy makers, and the technical staff at the district and central government might use the study findings to sensitize the parents and other local community on the relevance of parental engagement in education activities both at home and in schools.

The study could also help sensitize parents of their day-to-day role in the education of their children while they are at home. Scholars could use the study findings for academic purposes while researchers can use the study to generate more knowledge from various perspectives. The findings of this study could be a basis for further research on the role of parents and implementation of home-based learning in other similar scenarios where schools have to close, and learning should continue from home.

1.10 Theoretical Framework

This study is informed by several key theoretical perspectives on parental involvement, including Vygotsky's sociocultural theory, Bronfenbrenner's ecological systems theory, Epstein's model of parental involvement, and the Hoover-Dempsey and Sandler model.

Vygotsky's Sociocultural Theory: Vygotsky's sociocultural theory emphasizes the significance of social interactions and cultural contexts in shaping learning. Parental involvement plays a crucial role in supporting children's learning and development within this framework. Parents act as facilitators, providing guidance and support in the Zone of Proximal Development (ZPD), where children can achieve more advanced cognitive abilities with assistance. Through scaffolding, parents engage in educational activities, discussions, and encourage critical thinking. Parental involvement contributes to the cultural construction of learning and development by fostering meaningful interactions and providing a supportive socio-cultural environment (Vygotsky, 1978).

Bronfenbrenner's Ecological Systems Theory: Bronfenbrenner's ecological systems theory highlights the significance of parental involvement in children's development. Parents' role

within the microsystem, their interactions with educational settings in the mesosystem, the influence of external factors in the exosystem, and the broader cultural context in the macrosystem all contribute to shaping children's educational experiences (Bronfenbrenner, 1979).

Epstein's Model of Parental Involvement: The Epstein Model emphasizes the importance of partnerships among schools, families, and communities to support children's academic success (Epstein et al., 2002). The model recognizes that student achievement is influenced not only by what happens within the school but also by the involvement and collaboration of families and community members. The six types of involvement include parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein et al., 2002).

Hoover-Dempsey and Sandler Model: The parental involvement model proposed by Hoover-Dempsey and Sandler (1997), later revised by Walker et al. (2005), provides a comprehensive framework for understanding parental involvement in children's education. This model takes into account factors such as parents' motivational beliefs, perceptions of invitations to involvement from others, and their perceived life context. It highlights the importance of parents' belief in their efficacy to make a difference in their children's education and the influence of invitations from children, schools, and teachers. Additionally, parents' personal skills, time, energy, and other family responsibilities play a role in shaping their involvement (Hoover-Dempsey & Sandler, 1997; Walker et al., 2005). Level 2 of the model (instruction, modelling, reinforcement, encouragement) describes four learning mechanisms used by parents involved with their child's schooling. Hoover-Dempsey and Sandler explained that parents could influence students' academic outcomes by modelling pro-school attitudes and behaviors, encouraging student participation in school, and reinforcing good grades as well as direct instruction at home.

1.11 Conceptual Framework

The conceptual framework illustrates the relationship between the key variables in this study: parental roles (independent variables), the implementation of home-based learning (dependent variable), and factors affecting home-based learning (intervening variables).

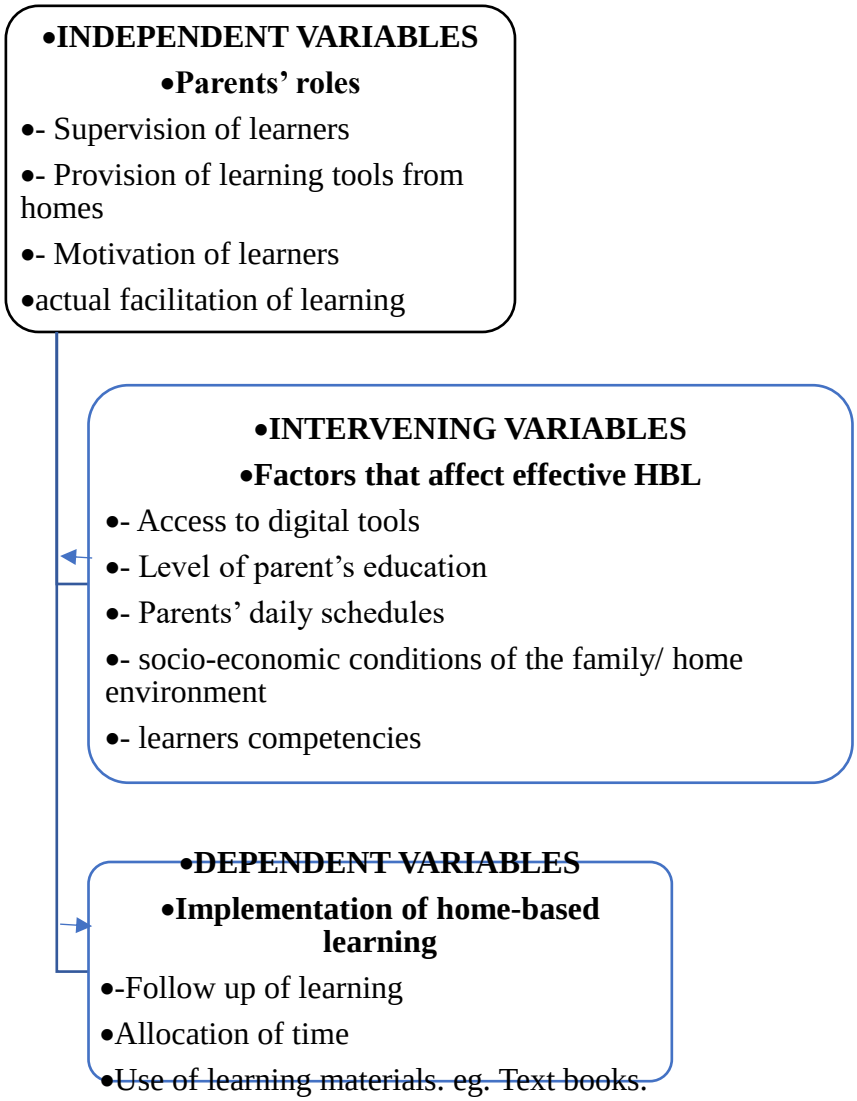


Figure 2 Conceptual Framework (Illustration)

The conceptual framework illustrates the relationship between parental involvement (independent variable) and home-based learning outcomes (dependent variable) during the COVID-19 pandemic in Lamwo District. It is built on the understanding that effective implementation of home-based learning depends on the extent and quality of parental support.

Independent Variable – Parental Involvement: This includes parents' roles such as supervising study sessions, providing learning materials, guiding learners through MoES content, monitoring progress, and maintaining communication with teachers. Parental

competence, attitudes toward education, and ability to use digital tools are also part of this variable.

Dependent Variable – Home-Based Learning Outcomes: These outcomes are reflected in learners' ability to access and utilize MoES-provided materials, participation in radio and television lessons, engagement with study routines, and overall academic performance during the lockdown.

Intervening/Moderating Factors: The framework also recognizes external influences such as availability of resources (digital tools, electricity, printed materials), government and school support, and socio-economic conditions. These factors either strengthen or weaken the link between parental involvement and learning outcomes.

Flow of the Framework: The arrows in the illustration show that parental involvement directly influences learners' engagement and performance. Where parents are competent, resourceful, and supportive, home-based learning outcomes improve. Conversely, limited parental competence, resource shortages, and lack of supervision weaken the effectiveness of home-based learning.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature, organized into sections aligned with the study's specific objectives. The literature review focuses on peer-reviewed studies relevant to the research area, exploring existing theories, methodologies, spatial and geographical contexts, and other pertinent factors.

2.1. Theoretical Literature Review

2.1.1 Maslow's Humanistic Theories of Learning

In education, effective learning necessitates addressing the holistic needs of learners, including their physiological, psychological, and emotional well-being. Maslow (1943, 1970) posited that learning is most effective when an individual's basic needs are met, allowing them to focus on higher-order needs such as self-actualization. Humanistic learning theory, which emphasizes the freedom and autonomy of learners, connects the ability to learn with the fulfillment of these needs. It suggests that students are inherently good and will make sound decisions when all their needs are met, driven by their feelings more than by external rewards and punishments.

This theory is particularly relevant in the context of home-based learning during the COVID-19 pandemic, where learners' environments and emotional states significantly impacted their learning experiences. Consider Maslow's hierarchy of needs: physiological needs (adequate food, water, comfortable learning spaces), safety needs (emotional and physical safety and acceptance), love and belonging needs, esteem needs (strengthening self-esteem), and self-actualization (students as autonomous individuals who can determine their own life goals). Addressing issues like hygiene and healthcare improves students' readiness to learn, while creating a supportive learning environment fosters emotional and academic growth.

Montag Christian et al. (2020) reinforced this theory in their study, demonstrating positive views on Maslow's hierarchy of human needs, emphasizing the importance of satisfying belongingness and love needs before self-actualization. Their findings suggest that Maslow's

theory of human needs remains relevant and useful in the 21st century and during the COVID-19 pandemic. Similarly, Dar Ahmad Showkat et al. (2022) noted the continued vitality of Maslow's hierarchy of needs in contemporary times.

By understanding and addressing these fundamental needs, educators and parents can create more effective and supportive learning environments, particularly crucial during periods of disruption and uncertainty such as the COVID-19 pandemic.

2.2 Roles of parents in the implementation of home-based learning

The COVID-19 pandemic and the subsequent closure of schools brought parents to the forefront of their children's education. According to Fontenell-Tereschuk (2021), the abrupt closure of public schools between March 2020 and June 2021 led to the adoption of unconventional methods of instruction, including home-based learning, to mitigate the spread of the virus. Parents became the primary enforcers of the curriculum, utilizing distance learning strategies such as online learning. They also recognized the importance of their efforts in promoting their children's learning.

The closure of schools transformed homes into educational centers, significantly increasing parents' stakes in their children's education. Sari et al. (2020) asserted that a high percentage of parents supported their children in utilizing online digital learning during home-based learning. They acted as educators, mentors, and supervisors, while also providing a secure and peaceful home environment throughout the pandemic. While parental involvement in distance learning was generally positive, children often expressed feelings of upset due to missing school, teachers, and friends.

During the COVID-19 pandemic lockdowns, parents became more deeply involved in their children's education. Rahmadani et al. (2021) noted that parents' roles expanded from guiding basic attitudes and skills to include enforcing academic education. They served as educators, supervisors, and counselors, providing constant support, a conducive learning environment, guidance, facilitation, and emotional and psychological support to help children realize their potential and succeed in learning from home. Parents were also responsible for shaping their children's personalities to ensure they completed assigned tasks and learned effectively from home, accompanying them in their pursuit of academic excellence. As mentors, parents offered assistance to children facing challenges, helping them overcome difficulties with

confidence. The absence of teachers placed parents in a position to assist children with understanding study content, alleviating feelings of loneliness during home-based learning.

As supervisors, parents ensured children remained attentive and followed their learning from home, consistently emphasizing the importance of achievement. They needed to be firm enough to ensure children achieved a good education at home, mirroring the structure of traditional schooling. Abdillah et al. (2021) added that parents should consider education not only as a transfer of knowledge but also as a means of developing personalities. As educators, parents should promote abilities and positive character traits. As child counselors, they should provide motivation to help children realize their full potential, offering encouragement to maintain a high level of passion for learning. Parents also needed to guide, listen, advise, love, offer hope, protect their children, and remain patient with their needs.

While supervising home-based learning, parents needed to be strict to ensure the learning process yielded the same success as in a school setting. Aziz et al. (2015) observed that as counselors, parents must listen, study, direct, and provide correct information, while avoiding repressive actions. Many parents became more involved to demonstrate their value of education to their children. Mwenje et al. (2020) emphasized the need for parental participation in home-based learning activities, noting that educated parents showed significantly more involvement compared to uneducated parents.

Parents play multifaceted roles during the implementation of home-based learning. Sonia et al. (2020) suggested that parents should act as teachers by guiding learners during online sessions, facilitators of children's learning needs, motivators by providing encouragement, and leaders in the entire learning process from home. Alharbi et al. (202) noted that when parents closely monitor their children, they become more responsible, and with greater parental participation, their overall education becomes more complete. Navianti and Garzia (2020) concluded that most parents were committed to assisting their children with online learning tasks, despite limited time to guide them on the lesson content.

Overall, studies show the importance of parental involvement in children's learning during COVID-19, with parents taking on multiple roles to ensure learning continuity. Parents' new roles included that of the teacher, and were unprepared for this role and lacked technological means. Parents from vulnerable groups encountered various challenges. Stress and worry were the dominant emotions.

These studies provide a broader perspective on the roles of parents in the implementation of home-based learning, highlighting the need for support systems and resources to help parents navigate this new educational landscape. They also underscore the importance of understanding the unique circumstances of each family and child, as well as the need for flexible and adaptable learning strategies.

2. 3 Relevance of the Humanistic Theory to the Study Variables

The Humanistic Theory of Learning, advanced by Abraham Maslow, emphasizes that learners must have their basic physiological and psychological needs met before they can achieve higher-order learning outcomes. This theory is directly relevant to both the independent and dependent variables in this study.

Independent Variable – Parental Involvement: Parents play a central role in ensuring that children's basic needs (food, shelter, security) are met, while also providing emotional support, encouragement, and a sense of belonging. By creating a nurturing environment, parents enable learners to progress beyond survival needs toward esteem and self-actualization. Thus, parental involvement is not only about supervising study sessions but also about fostering conditions that make learning possible.

Dependent Variable – Home-Based Learning Outcomes: Learners' ability to engage with MoES-provided materials, participate in radio/TV lessons, and demonstrate academic progress depends on whether their basic needs are satisfied and whether they receive emotional and motivational support from parents. The Humanistic Theory explains why learners in households where parents actively supported them achieved better outcomes compared to those where parental involvement was minimal.

In this way, the Humanistic Theory provides a lens for understanding how parental involvement (IV) directly influences home-based learning outcomes (DV), particularly in resource-constrained settings like Lamwo District.

2.4 Parent's competence in supporting home-based learning

The level of parental education directly impacted the continuity of children's education. Sari et al. (2020) found that a parent's level of education influenced their child's learning progress, reflecting the educational support they provided. This aligns with Novrinda et al. (2017), who stated that parents with higher levels of education tend to value their children's education

more and have a clearer understanding of how to support it. According to Novrinda et al. (2017), competence in using digital equipment and internet services was generally not a significant obstacle, given parents' knowledge and ability to operate devices like smartphones, computers, and iPads to access the internet and educational resources. Similarly, Mwenje et al. (2020) observed a significant difference between educated parents and those with little or no education in their ability to guide learners with tasks provided by teachers. Their study demonstrated that the more educated parents were, the greater their involvement in their children's home-based learning. However, challenges related to mentorship, modeling, coaching, motivation, and discipline were noted among many parents.

Novrinda et al. (2017) further noted that some parents reported being unable to assist their children with completing assignments because they did not fully understand the tasks set by the teacher. As a result, some parents chose to allow their children to use internet resources independently. Azubuike et al. (2021) explored the digital divide in remote learning during the COVID-19 pandemic in Nigeria, revealing a statistically significant association between parental level of education and competence in supporting children's home-based learning. Topor et al. (2010) also found that more educated parents were more involved in their children's learning activities.

Parental interest and commitment to their children's education led to more positive outcomes. Ngeywo et al. (2020) observed that greater learning was achieved when parents checked their children's assignments and jointly studied learning materials with them, which encouraged better results. Some parents even taught their children subjects and topics of interest and assigned them personal assignments. Kostelecka et al. (2021) identified key factors influencing parental involvement in home-based learning, including the ability of parents to dedicate time, the number of children in the household, the parents' teaching skills, close coordination of educational activities, communication with schools, and the home environment. Heliyon (2022) further emphasized the importance of cross-checking daily learning activities, confirming completion, discussing the content with children, and assessing their understanding of the material. Additionally, monitoring children's use of social media platforms was also important.

Alharbi et al. (2023) identified essential digital skills for parents, including managing digital tools (e.g., smartphones and computers), ensuring personal and cyber security (e.g., locking/unlocking devices, signing in/out of programs), and possessing effective

communication and navigation skills (e.g., networking, downloading, and using search engines). To address challenges in supporting home-based learning, some parents created structured learning programs, including daily timetables.

Aziz et al. (2022) concluded that the way parents provided support should cater to the child's individual needs, and the level of pupils' education affected the way through which parents could guide the child. They recommended effective collaboration and communication between parents and teachers to enhance learning effectiveness. Parental understanding of a child's age, psychological, and emotional state is also critical for providing appropriate support.

In addition, Benneker et al. (2023) discuss the importance of mind-set and perceived parental support of autonomy. Endorsing a growth mind-set was positively associated with autonomous motivation during school closures, while feelings of school burnout were negatively associated with autonomous motivation. Additionally, perceived parental autonomy support related to more autonomous motivation during home-based learning.

In order to make learning from home more effective and efficient, the level of education of parents is paramount, combined with an understanding of a child's individual needs and effective communication between parents and teachers.

2.5 The Success of Home-Based Learning during COVID- 19 Pandemic

Globally, the shift to home-based learning during the pandemic exposed deep inequalities in educational access and outcomes. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), the pandemic affected over 1.6 billion learners in more than 190 countries, with many pupils, particularly in low-income and rural areas, struggling to adapt to the new mode of learning (UNESCO, 2020). Access to technology, infrastructure, and learning materials became significant determinants of success. Pupils in rural areas faced unique challenges due to limited access to digital devices, internet connectivity, and reliable electricity (Zhao et al., 2022).

In Uganda, the Ministry of Education and Sports implemented various strategies to mitigate the impact of school closures, including broadcasting lessons on radio and television and distributing printed learning materials. However, the effectiveness of these interventions varied significantly across different regions. Studies indicate that the success of home-based

learning was heavily reliant on parental involvement and the availability of learning resources. In rural districts like Lamwo, where access to technology and educational resources was already constrained, the responsibility of facilitating learning largely fell on parents, many of whom lacked the necessary educational background to effectively support their children (Ugwu, 2020).

A key factor influencing the success of home-based learning in Lamwo District was the level of parental engagement. According to Vygotsky's theory of social development, learning is a social process that thrives on interaction, and in the absence of direct interaction with teachers, parents assumed a crucial role in guiding and motivating their children (Vygotsky, 1978). Research conducted by Zhao et al. (2022) found that higher levels of parental involvement were linked to better academic performance during the pandemic, as parents who actively supervised their children's learning could help mitigate some of the challenges posed by the lack of direct teacher-pupil interaction. However, in Lamwo District, many parents were ill-equipped to fulfill this role, particularly due to low literacy levels and competing livelihood responsibilities (Ugwu, 2020). A COVID-19 Impact Study on Girls and Women, for example, noted instances of children roaming around due to a lack of educational materials to keep them engaged at home, with the situation further compounded by parents who could not afford electricity or did not have televisions or radios.

The availability of resources was another determinant of home-based learning success. In rural Uganda, pupils faced significant barriers in accessing both physical and digital learning materials. A study by Ochen (2021) in Northern Uganda found that the absence of technology, coupled with unreliable electricity, hindered pupils' ability to engage with educational content, especially those delivered via radio or television.

In Lamwo District, where internet connectivity is sparse and radio coverage is inconsistent, many pupils were unable to access the lessons broadcast by the government. Furthermore, while printed learning materials were distributed, not all households received them, and in cases where they did, many parents lacked the literacy skills needed to assist their children in using these materials effectively (Ochen, 2021). The Uganda COVID-19 Emergency Education Response Project completion report also confirms that some schools were closed during the distribution process, further complicating access to materials.

Despite these challenges, some positive outcomes of home-based learning were observed, particularly in households where parents were actively engaged and had access to learning

resources. According to Maslow's Humanistic Learning Theory, when learners' basic needs are met, and they receive adequate emotional and psychological support, they are more likely to stay motivated and perform better academically (Maslow, 1943). In Lamwo, pupils in households with stable environments, supportive parents, and access to learning materials demonstrated better learning outcomes than their peers in more disadvantaged settings (Ugwu, 2020). This underscores the critical role that both socio-economic factors and parental support play in determining the success of home-based learning.

However, the emotional and psychological impact of the pandemic on pupils must also be considered when evaluating the success of home-based learning. Research indicates that prolonged school closures and the shift to isolated home-based learning environments led to increased feelings of anxiety and stress among pupils, particularly in low-resource settings (Zhao et al., 2022).

In Lamwo District, the lack of social interaction with peers and teachers, coupled with the uncertainties of the pandemic, had a negative impact on pupils' mental well-being, further impeding their ability to focus on learning (Ugwu, 2020). The absence of psychosocial support mechanisms exacerbated these challenges, leaving many pupils disengaged from the learning process.

The Building Resilience in Crisis through Education project in the Palabek refugee settlement, Lamwo District, had to re-program to adjust to the challenges, including the provision of psychosocial support to teachers and learners. CARE also devised an approach of linking teachers with pupils to provide support and access to information while away from schools.

2.6 Challenges faced by parents in implementing the home-based learning

Many parents faced many different challenges during the Covid- 19 pandemic lockdowns. These include isolation, losing jobs, the stress, constant pressure at workplaces, dealing with domestic chores and many others. The additional role to oversee the education of children from home alongside inadequate lesson plan with limited valid assessment test was really burdensome. Fontenell-Tereschuk (2020) noted that parents further registered complaints on the unreliability of digital learning gadgets not suitable to enhance efficient and effective learning for children and could not be compared to teachers handling the subject matters in a real classroom setting at school and school environment. In her view, parents needed to plan

with their children concerning daily hours/routine activities to include play, study, rest and other activities during the Covid-19 pandemic to utilize the more time children spent at home. This would be a solution to children's boredom at home.

Similarly, Sari et al (2020) also carried out the same study and found out that home activities would only cause boredom and increase children's emotion for instance being upset with the new normal situation. Parents gave concern on pupils' boredom at home hence readiness to deal with their own behaviour was paramount.

In many communities in Africa, mothers have chores to do at home. Mwenje et al (2020) in their study found out that mothers were not fully involved in supporting children with home-based school activities compared to fathers because of those domestic chores. Parents were found out to be less innovative in creating activities suitable for children compared to their peers and teachers. According to Sari et al (2021) some children were fussy because they missed school and all therein.

The social and economic positions of parents were factors that contributed to the success of the home- based learning. Azubuikwe et al (2021) said that there was notable relationship between the two as far as their access to home-based learning tools and materials during the pandemic. Another notable difference was access to digital infrastructures between learners from government aided schools and their colleagues from private schools. Learners in private schools were found to be more advantaged over their counterparts in public schools in terms of access to digital tools, access to internet connectivity. This was more likely with assessment carried out by Biryaboho and Oguttu (2020) who noted that only 1 percent of people in Busia district in Uganda had access to television sets and only 5 percent had radios. This was observed by several learners being idle and in some circumstances some learners were abused.

A statistical disparity was found in the level of parents' education to ably support remote learning from home as the ability to afford phone credit, internet services, electricity, devices like computers and smart phones, television sets and radios. These were key tools in digital divide. Parents who were more educated were more able to provide home based learning tools compared to their less educated counterparts. The more educated parents could understand the learning and were able to support completion of tasks.

As a result of Churches being closed, moral teachings that controlled learners' behaviour were inadequate and parents were faced with difficulty in controlling children at home. Kostelecka et al. (2021) noted that some parents said home-based learning scenario brought upon them additional responsibilities of being cooks, teachers, maids, planners of leisure time for the children thus cutting time for their usual activities. Many times, many parents were in dilemma since there was inadequate or no communication from administration or teachers.

There was outright negative sentiments by some parents towards home- based learning which saw them taking no action to support it. Ngeywo et al (2020) noted most parents saying online learning was very costly and took a lot of their time to do their usual daily activities. Besides, many parents were not able to use digital technology. The parents also had the perception that home-based learning was of little consequence and added no value to education of their children.

With the coming of standing operating procedures during the lockdown, physical interactions like shaking hands, patting, hugging, partying and praying together were banned and this led to lack of parent-child bonding with possible negative effect on interpersonal social relationship and worse still on their cognitive development. They also noted that there were children who took the COVID-19 lockdown as a holiday and never wanted to have anything to do with studying and learning and such children simply became unnecessarily difficult to handle. Bhamani, (2022), observed that while schools had schedules for different disciplines for kids at schools, the various schedules were impossible to maintain from home during the home-based learning. This led to children missing out on other disciplines during the pandemic. It is true that children learn mostly from their teachers in a conventional system, it is true that children learn from their peers too. Unfortunately, this peer-to-peer learning was impossible during the pandemic. Pokhrel et al, (2021), however, noted that children with physical disability needed special attention during learning process which was not provided for.

The idea of home-based learning caught parents unprepared for taking up the duties of ensuring learning continued during lockdown from home. According to many views in the literature, parents registered numerous challenges encountered during the implementation of home-based learning which hindered the effectiveness of learning from home, for instance, access to the internet and operating digital tools to enhance learning for those parents who had not had access to computers, smartphones, etc. Therefore, there was a need to advise

parents to embrace technology and respond to emergencies as it could not be avoided (Ugwu, 2020; Zhao et al., 2022)

The Reality of Home- based Learning during COVID-19: Roles of Parents, Teachers, and School Administration in Promoting Self-Directed Learning by Misty So-Sum Wai-Cook (2020) discusses the challenges that Learners, parents, and teachers faced during the COVID-19 pandemic lockdown. It highlights the need for teachers and parents to nurture and equip children with the necessary skills to be independent, self-directed learners.

ICT-Supported Home-Based Learning in K-12: Systematic Review of Research and Implementation (2021) sheds light on the prerequisites needed for implementing home-based learning and suggests its future research direction. The study identifies the prerequisites of home-based learning from various perspectives of the Learners, teachers, and parents.

Parents' Challenges of Home-learning Children with Autism Spectrum (2021) found that parents encountered challenges in the areas of rules and authority, schedules and procedures, behaviour management, and parental worry and stress during the home education process.

The Reality of Home-Based Learning During COVID-19: Roles of Parents, Teachers, and School Administration in Promoting Self-Directed Learning by Misty So-Sum Wai-Cook (2020) explored the challenges that Learners, parents, and teachers faced in home-based learning during the COVID-19 pandemic lockdown, and it examined the types of support that primary school Learners, parents, and teachers need to enhance the effectiveness of home-based learning.

2.7 Author's Views on the Literature Review

From the reviewed literature, it is evident that parental involvement is universally acknowledged as a cornerstone of effective learning, both in formal school settings and in home-based contexts. Scholars such as Epstein (2018) and Goodall & Montgomery (2014) emphasize the multidimensional nature of parental engagement, ranging from resource provision to emotional support. However, most of these studies are situated in urban or technologically advanced contexts, leaving rural realities underexplored.

In the Ugandan context, while the Ministry of Education and Sports attempted to sustain learning through printed materials and broadcast lessons, the literature reveals limited attention to how parents in rural districts like Lamwo interpreted, supervised, and

implemented these interventions. The author views this as a critical omission, since parental competence and socio-economic conditions directly shaped learners' outcomes during the pandemic.

The literature also demonstrates theoretical reliance on general models of parental involvement, yet few studies integrate frameworks such as Maslow's Humanistic Theory or Vygotsky's Social Development Theory to explain how basic needs, social interaction, and parental guidance interact in emergency learning contexts. Methodologically, many studies rely on quantitative surveys, overlooking qualitative insights into parents' lived experiences.

Therefore, this study positions itself to fill these gaps by focusing on Lamwo District, applying a mixed-methods approach, and contextualizing parental roles within both theoretical and practical dimensions of home-based learning.

2.8 Intersection of Maslow's Humanistic Theory and Vygotsky's Social Development Theory

Maslow's Humanistic Theory emphasizes that learners must have their basic physiological and psychological needs met before they can achieve higher-order learning outcomes. It highlights the importance of parental involvement in providing security, emotional support, and motivation, enabling learners to progress toward self-actualization. In contrast, Vygotsky's Social Development Theory underscores the role of social interaction, scaffolding, and guidance from more knowledgeable others such as parents in advancing learning within the Zone of Proximal Development (ZPD).

The intersection of these two theories provides a comprehensive lens for understanding home-based learning. Maslow explains why parental involvement is necessary to satisfy learners' basic needs and create a nurturing environment while Vygotsky explains how parental involvement operates through active guidance, supervision, and scaffolding that help learners achieve tasks they could not accomplish independently. Together, the theories suggest that effective home-based learning outcomes depend on both the fulfillment of learners' needs (Maslow) and the quality of parental interaction and support (Vygotsky).

Applied to Lamwo District, this intersection highlights that parents must first ensure learners' basic survival and emotional needs are met, and then actively engage in guiding study routines, interpreting MoES materials, and motivating learners. Without this dual foundation, home-based learning outcomes remain limited.

2.9 Research Gaps

Despite the growing body of literature on parental involvement and home-based learning during the COVID-19 pandemic, several gaps remain that justify this study. These gaps can be categorized into content gaps, theoretical gaps, and methodological gaps.

Content Gaps

Most studies emphasize resource provision (digital tools, printed materials, radio/TV lessons) but pay less attention to the daily monitoring, supervision, and emotional support parents provided to learners.

Research has largely focused on urban and technologically advanced contexts, leaving rural districts such as Lamwo underrepresented.

Few studies have examined the long-term outcomes of home-based learning after schools reopened, particularly in post-conflict regions where educational challenges are compounded by poverty and trauma.

Theoretical Gaps

Existing literature often applies general theories of parental involvement without adapting them to emergency learning contexts. For example, while Epstein's model of overlapping spheres of influence is widely cited, it does not fully explain how parents in resource-constrained, rural settings assume teaching roles during crises.

Vygotsky's Social Development Theory and Maslow's Hierarchy of Needs are relevant, but there is limited integration of these frameworks to explain how basic needs, social interaction, and parental competence interact to shape home-based learning outcomes in rural Uganda.

There is a lack of theoretical models that account for post-conflict realities, where parental roles are influenced not only by education and resources but also by socio-cultural and psychological factors unique to recovery contexts.

Methodological Gaps

Many studies rely heavily on quantitative surveys, which capture broad trends but fail to provide deep insights into parents lived experiences.

Few studies employ mixed-methods approaches that combine statistical analysis with qualitative interviews and focus group discussions to capture the complexity of parental roles.

There is limited use of localized sampling in Uganda, with most studies drawing from national-level data rather than district-specific contexts like Lamwo, where challenges are unique and require tailored analysis.

Summary

The literature reviewed highlights the critical role of parents in implementing home-based learning during the COVID-19 pandemic. Globally, parental involvement has been recognized as a determinant of learner success, with studies emphasizing supervision, provision of resources, and emotional support. In technologically advanced contexts, parents facilitated online learning with relative ease, while in resource-constrained settings, challenges such as limited access to electricity, digital tools, and printed materials hindered effective implementation.

In Uganda, the Ministry of Education and Sports distributed learning materials and broadcast lessons via radio and television. However, the effectiveness of these interventions depended largely on parents' competence, attitudes, and ability to supervise learners. Existing studies acknowledge parental involvement but often overlook the depth of parental competence, daily monitoring practices, and socio-economic influences in rural districts.

The review reveals content gaps in understanding parental supervision and long-term outcomes of home-based learning, theoretical gaps in applying frameworks like Vygotsky's ZPD and Maslow's hierarchy to rural emergency contexts, and methodological gaps due to reliance on quantitative surveys with limited qualitative insights. This study addresses these gaps by focusing on Lamwo District, employing a mixed-methods approach to explore parental roles, challenges, and outcomes in implementing home-based learning during the pandemic.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology that guided the study. It is organised into sections addressing the research design, research approach, study population, sample size and sampling procedure, data collection methods, data collection instruments, quality control of the research instruments, data analysis procedures, ethical considerations, and the limitations and delimitations of the study. Because the study integrated both quantitative and qualitative strands, each of the relevant sections below presents the quantitative and qualitative components separately before describing how the two were subsequently integrated.

3.1 Research Design

The study adopted a sequential explanatory design, in which quantitative data were collected and analysed first, followed by a qualitative phase used to explain and elaborate on the quantitative results in greater depth (Creswell & Plano Clark, 2017). This design was considered appropriate because the initial quantitative phase established measurable patterns regarding the roles of parents in the implementation of home-based learning, while the subsequent qualitative phase provided contextual explanations for these patterns from the perspectives of parents, learners, head teachers, and community stakeholders.

In line with the study design, a purposive sampling design was adopted for the selection of respondents in both strands of the study, as this was considered the most suitable design given that the study required participants who possessed specific, relevant characteristics and direct experience of home-based learning namely, being a parent, learner, head teacher, or community stakeholder associated with one of the sampled primary schools during the period of COVID-19-induced school closures (Etikan, Musa, & Alkassim, 2016). Purposive sampling design enabled the researcher to deliberately select information-rich cases capable of providing relevant, detailed, and credible data, rather than relying solely on probability-based procedures that could not guarantee that selected respondents met these specific criteria.

3.2 Research Approach

The study employed a mixed-methods research approach, combining both quantitative and qualitative approaches within a single study (Creswell & Plano Clark, 2017). Quantitative data alone could reveal measurable patterns and statistical relationships regarding the roles of parents in home-based learning, but could not adequately capture the lived experiences, meanings, and challenges associated with home-based learning during the pandemic. Conversely, qualitative data alone, while rich in contextual detail, would not have allowed the findings to be generalised across the wider study population. Combining the two approaches therefore allowed the strengths of each to compensate for the limitations of the other, producing a more complete and well-corroborated set of findings (Creswell & Creswell, 2018). The quantitative and qualitative approaches used in the study are presented separately below.

3.2.1 Quantitative Research Approach

The quantitative strand of the study sought to establish measurable relationships between the roles of parents and the implementation of home-based learning. It involved the administration of a structured, close-ended questionnaire to a large sample of parents, followed by statistical analysis of the resulting numerical data. This approach enabled the researcher to test the study's hypotheses and to objectively examine the extent to which specific parental roles were associated with the effective implementation of home-based learning.

3.2.2 Qualitative Research Approach

The qualitative strand of the study sought to gain an in-depth understanding of the experiences, perceptions, and challenges of parents, learners, head teachers, and community stakeholders in relation to home-based learning. It involved individual interviews and focus group discussions, the data from which were analysed thematically. This approach was exploratory and interpretive in nature and was used mainly to explain and enrich the quantitative results obtained in the first phase of the study.

3.3 Study Population

The study population comprised all parents, learners, head teachers, and community stakeholders in the five sub-counties of Lamwo District, with a total projected population of 33,600, according to the Uganda Bureau of Statistics (UBOS, 2020). From this population, a sample of 380 respondents was drawn using the Krejcie and Morgan (1970) table for sample size determination (Appendix 12).

3.3.1 Categories of Respondents

Parents: Parents played a central role in home-based learning, particularly during the COVID-19 pandemic. They were responsible for creating a conducive home-learning environment and for guiding and supporting their children's learning at home.

Learners: Learners were the primary beneficiaries and subjects of home-based learning. Their experiences, challenges, and learning outcomes constitute a key part of the study's findings.

Head teachers: Head teachers' roles evolved considerably during the period of home-based learning. Beyond their conventional administrative duties, they served as facilitators who guided both parents and learners through the home-based learning process, and were, therefore, well placed to provide informed perspectives on its implementation.

Other stakeholders: This category comprised school administrators including executive members of the Parent-Teacher Association (PTA) and School Management Committee (SMC) senior citizens, and community leaders such as Local Council One (LC1) chairpersons, all of whom played supporting roles in home-based learning and in the general education of children within their communities.

The inclusion of these four categories of respondents ensured a comprehensive, multi-perspective understanding of the home-based learning phenomenon in Lamwo District during the COVID-19 pandemic.

3.4 Sample Size and Sampling Procedure

3.4.1 Sample Size Determination

The sample size for the study was determined using the Krejcie and Morgan (1970) formula, expressed as:

$n = X^2Np(1-p) \div [e^2(N-1) + X^2p(1-p)]$

Where n is the required sample size, X^2 is the chi-square value for one degree of freedom at the 95% confidence level (3.841), N is the population size, P is the population proportion (assumed at 0.5, as recommended when the proportion is unknown), and e is the desired margin of error (0.05).

Applying these values to the study population of N = 33,600, X^2 = 3.841, e = 0.05, and P = 0.5 yielded a sample size of n = 380 respondents. This sample was distributed as follows: 225 parents (180 for the quantitative questionnaire and 45 for qualitative interviews), 105 learners for interviews, 15 head teachers for interviews, and 35 stakeholders drawn from five focus groups of seven members each. All respondents were drawn from the 15 government-aided primary schools sampled from the five sub-counties of Lamwo District. Table 1 summarises the distribution of respondents by category.

Table 1 Distribution of Respondents by Category

SN	Category of Respondents	Sample Size	Sampling Technique
1	Parents (quantitative questionnaire)	180	Purposive Sampling
2	Parents (qualitative interviews)	45	Purposive Sampling
3	Learners (pupils)	105	Purposive Sampling
4	Head Teachers	15	Purposive Sampling
5	Stakeholders (FGD members)	35	Purposive Sampling
	Total	**380**	

3.4.2 Sampling Technique

As advised, the study adopted a purposive sampling design for the selection of all categories of respondents, consistent with the requirement that participants possess direct, relevant experience of home-based learning during the COVID-19 school closures (Etikan et al., 2016; Patton, 2002). The 15 primary schools were purposively selected from the five sub-counties of Lamwo District (three schools per sub-county) on the basis that they had actively implemented home-based learning programmes during the period of school closure. Within each sampled school, parents, learners, and head teachers were purposively selected on the basis of their direct involvement in, and knowledge of, home-based learning arrangements at that school.

For the quantitative phase, 225 parents were purposively identified within the sampled schools as parents whose children were enrolled at the school at the onset of the COVID-19 lockdown and who had engaged in home-based learning under that school; of these, 180 questionnaires were fully and appropriately completed and retained for statistical analysis, while a separate group of 45 parents was purposively selected for in-depth qualitative interviews. For the qualitative phase, 105 learners (7 per school), 15 head teachers (1 per school), and 35 stakeholders (7 members in each of 5 focus groups, one group per sub-county) were purposively selected on the basis of their direct knowledge of, and involvement in, home-based learning within their respective schools and communities. Table 2 presents the distribution of respondents and participants per sampled school.

Table 2 Distribution of Respondents and Participants per Sampled School

SN	School Code	Parents	Learners (P.5–P.7)	Head Teacher
1	001	15	7	1
2	002	15	7	1
3	003	15	7	1
4	004	15	7	1
5	005	15	7	1
6	006	15	7	1
7	007	15	7	1
8	008	15	7	1
9	009	15	7	1
10	010	15	7	1
11	011	15	7	1
12	012	15	7	1
13	013	15	7	1
14	014	15	7	1
15	015	15	7	1
	Total	**225**	**105**	**15**

3.5 Data Collection Methods

Data collection is the process of gathering information from relevant sources to answer the research questions, test the study's hypotheses, and evaluate research outcomes (Leech &

Onwuegbuzie, 2009). Because the study combined quantitative and qualitative approaches, two distinct sets of data collection methods were employed, as presented separately below.

3.5.1 Quantitative Data Collection Method

Questionnaire Method. A structured, close-ended questionnaire was the sole quantitative data collection method used in the study. It was administered to parents, given that parents constituted the largest category within the study population. The questionnaire, comprising 40 close-ended items derived from the study's four specific objectives, was administered to 225 parents; of these, 180 were completed correctly and returned. The data collected through this method were used for descriptive and inferential statistical analysis.

3.5.2 Qualitative Data Collection Methods

Interview Method. Face-to-face, semi-structured interviews were conducted with parents, learners, and head teachers to explore, in depth, their understanding of, involvement in, and experiences with home-based learning. Separate interview schedules, each comprising open-ended questions, were developed for parents, learners, and head teachers to reflect the distinct roles and perspectives of each group.

Focus Group Discussion Method. Focus group discussions (FGDs) were conducted with community stakeholders, including LC1 chairpersons, executive members of the PTA and SMC, senior citizens, and clan leaders. Five focus groups, each comprising seven members drawn from the five sub-counties, were convened. Each discussion, lasting between 40 minutes and one hour, was guided by a moderator who facilitated interaction around the key thematic areas of the study while recording participants' reactions, expressions, experiences, opinions, and views.

Safeguarding Power Relations during Focus Group Discussions

To mitigate the potential influence of power imbalances during focus group discussions, several safeguards were put in place. A diverse range of participants was purposively selected to ensure representation of different perspectives, and ground rules promoting respectful communication and equal participation were established at the beginning of each session. The moderator actively encouraged quieter participants to contribute, tactfully redirected more

dominant participants, and acknowledged differing viewpoints so as to foster an inclusive discussion environment. The researcher also remained conscious of her own potential biases throughout data collection and interpretation. These measures were intended to minimise the influence of hierarchical, cultural, gender-based, and personality-related dynamics on participants' willingness to share their views freely (Krueger & Casey, 2015).

3.6 Data Collection Instruments

Corresponding to the two strands of the study, two categories of data collection instruments were used: a quantitative instrument (the questionnaire) and qualitative instruments (interview guides and a focus group discussion guide), each described separately below.

3.6.1 Quantitative Data Collection Instrument

Questionnaire. The questionnaire was a structured, close-ended instrument comprising 40 items derived from the study's four specific objectives. It was designed to elicit standardised responses that could be readily coded and analysed statistically. The questionnaire was initially administered to 200 parents; however, only 180 were fully and correctly completed and returned, representing an effective response rate of 90%. On review, 15 of the 180 returned questionnaires were found to contain incomplete or inconsistent responses and were excluded from analysis, leaving 165 valid questionnaires for statistical analysis. This exclusion did not materially compromise the study, as the remaining sample size remained adequate and representative of the study population.

3.6.2 Qualitative Data Collection Instruments

Interview Guides. Separate interview guides, comprising structured, open-ended questions, were developed for parents, head teachers, and learners based on the study's four objectives. These guides were administered to 45 parents, 15 head teachers, and 105 learners. Open-ended questions were used because they permit participants to respond in their own words, generating depth of insight, allowing the researcher to probe emerging issues further, and yielding responses that are specific and relevant to each category of respondent (Creswell & Poth, 2018). For parents, the guide focused on records of learning materials received from the Ministry of Education and Sports (MoES), feedback on the home-based learning process, and perceptions of its effectiveness. For head teachers, a separate set of structured, open-ended

questions addressed the coordination and support extended to parents and learners in their respective schools. For learners, the guide focused on their direct experiences with home-based learning as the intended beneficiaries.

Focus Group Discussion Guide. A single question guide, derived from the study's four objectives, was used to facilitate discussion among the 35 stakeholders (five groups of seven members) drawn from the LC1 chairpersons, executive members of the PTA and SMC, senior citizens, and clan leaders in the five sub-counties. The guide was designed to elicit independent views, opinions, reactions, experiences, and expressions from group members regarding the roles of stakeholders in supporting home-based learning.

3.7 Quality Control of Research Instruments

Because the study combined quantitative and qualitative instruments, quality control was assessed differently for each: through validity and reliability testing for the quantitative questionnaire, and through the trustworthiness criteria appropriate to qualitative inquiry for the interview guides and focus group discussion guide.

3.7.1 Validity and Reliability of the Quantitative Instrument

Validity. Validity refers to the degree to which an instrument accurately measures the concept or constructs it is intended to measure (Thorndike, 1997). The content validity of the questionnaire that is, the extent to which its items adequately represented the full scope of the study's objectives was established using the content validity ratio (CVR), calculated as:

$$CVR = (ne - N/2) \div (N/2)$$

Where ne is the number of expert reviewers who rated an item as "essential," and N is the total number of expert reviewers. Ten research experts reviewed the questionnaire, of whom nine rated the items as essential, yielding:

$$CVR = (9 - 10/2) \div (10/2) = (9 - 5) \div 5 = 4/5 = 0.80$$

A CVR of 0.80 indicated a high level of content validity, suggesting that the questionnaire items adequately captured the relevant aspects of the constructs under investigation and were, therefore, appropriate for addressing the research questions.

Reliability. Reliability refers to the consistency and precision with which a measurement instrument yields the same results upon repeated administration under similar conditions (Thorndike, 1997). The reliability of the questionnaire was established through a pilot test administered to a subset of the target population, followed by computation of a Pearson correlation coefficient between the pilot results and the results of the actual survey. This yielded a reliability coefficient of 0.95, indicating a high level of internal consistency and confirming that the questionnaire was a reliable instrument for data collection.

3.7.2 Trustworthiness of the Qualitative Instruments

Because validity and reliability are concepts drawn from the quantitative research paradigm, the quality of the qualitative interview guides and focus group discussion guide was instead assessed using the four trustworthiness criteria proposed by Lincoln and Guba (1985): credibility, transferability, dependability, and confirmability.

Credibility was enhanced through prolonged engagement with respondents, methodological triangulation of interview, focus group, and questionnaire data, and the use of open-ended questions, which allowed participants to provide detailed and nuanced responses that accurately reflected their experiences.

Transferability was strengthened by including participants from all five sub-counties and multiple categories of stakeholders, thereby capturing diverse perspectives and providing sufficiently rich, contextual description to enable readers to judge the applicability of the findings to similar settings.

Dependability was addressed through the use of a structured question guide for each category of respondent, which helped keep interviews and discussions focused and ensured consistency in how data were collected across respondents and sub-counties.

Confirmability was pursued through the researcher's ongoing awareness of, and reflection on, her own potential biases during data collection and interpretation, and through the systematic recording, coding, and cross-checking of qualitative data prior to analysis.

Taken together, both the interview guides and the focus group discussion guide were considered well-structured and trustworthy instruments for generating detailed, relevant, and credible qualitative data on home-based learning.

3.8 Data Analysis

Consistent with the study's mixed-methods design, quantitative and qualitative data were analysed separately, using methods appropriate to each strand, before being integrated at the interpretation stage.

3.8.1 Quantitative Data Analysis

Quantitative data from the questionnaires were coded using a predefined coding scheme; for example, gender was coded as 1 = Male, 2 = Female, 3 = Other, while responses on the Likert-type items were coded from 1 (Strongly Disagree) to 5 (Strongly Agree). The coded data were entered into and analysed using the Statistical Package for the Social Sciences (SPSS), selected for its robust capacity to manage large datasets and perform the range of statistical procedures required by the study.

Descriptive statistics, including measures of central tendency (mean, median, and mode) and measures of dispersion (standard deviation and variance), were computed to summarise respondents' characteristics and survey responses. Inferential statistics, specifically multiple linear regression analysis, were then used to examine the relationships between the independent variables (parental roles) and the dependent variable (implementation of home-based learning), and to test the study's hypotheses. Results were presented using frequency and percentage tables, graphs, and charts, alongside regression coefficients and associated levels of significance, to facilitate interpretation.

3.8.2 Qualitative Data Analysis

Qualitative data obtained from interviews and focus group discussions were analysed thematically, following the approach outlined by Braun and Clarke (2006). Interviews and discussions were transcribed, read repeatedly for familiarisation, and then manually coded. Codes were grouped inductively and deductively into categories, reviewed and refined, and merged into broader themes and sub-themes aligned with the study objectives, while themes

with insufficient supporting data were discarded. The resulting themes were reported narratively and used to explain and enrich the quantitative findings.

3.8.3 Integration of Quantitative and Qualitative Data

In line with the study's sequential explanatory design, the quantitative and qualitative findings were integrated at the interpretation stage through triangulation, whereby the qualitative themes were used to explain, contextualise, and, where relevant, qualify the statistical relationships identified in the quantitative phase (Creswell & Plano Clark, 2017). This integration enabled the study to draw more comprehensive and better-corroborated conclusions than either strand could have provided independently.

3.9 Ethical Considerations

Ethical approval for the study was obtained through a formal introductory letter issued by the Office of the Dean, Faculty of Education and Humanities, Gulu University, following approval of the research proposal. Further permission was sought from the District Education Officer of Lamwo District to allow data collection in the selected primary schools. At each school, the researcher formally introduced herself to the school administration and prospective respondents, presenting the letter of introduction from Gulu University, the District Education Officer's approval, a valid national identification card, and a Gulu University student identity card.

Informed consent was sought from every respondent and participant prior to their involvement; consent letters were read and explained to each respondent, and participation was entirely voluntary. Respondents' and participants' identities were not recorded, and all information obtained was treated as strictly confidential. Standard operating procedures against COVID-19 were observed throughout data collection, and a debrief session was held with respondents at the conclusion of each focus group discussion and interview to confirm adherence to these procedures.

Beyond procedural compliance, the study adhered to the broader ethical principles of beneficence and non-maleficence. Participants were informed of the study's purpose, procedures, and potential risks and benefits; their autonomy was respected throughout; and where any participant showed signs of discomfort, information on available support services was provided.

In generating knowledge intended to inform future policy and interventions on home-based learning, the study sought to maximise potential benefit to participants and their communities while minimising any associated risk or inconvenience.

3.10 Limitations and Delimitations of the Study

The study encountered several practical limitations. Some respondents were reluctant to engage directly with the research team owing to concerns about potential exposure to COVID-19; this was mitigated by strictly observing safety protocols during in-person interactions and by clearly communicating these measures to respondents in advance. Data collection was also affected by poor road conditions and adverse weather in parts of Lamwo District, as well as by scheduling conflicts arising from social events, such as market days, funerals, and government programmes, taking place concurrently with planned data collection. These challenges were addressed by extending the data collection period to accommodate the affected schools and respondents.

In terms of delimitations, the study was deliberately restricted to 15 government-aided primary schools purposively sampled from the five sub-counties of Lamwo District, and to four categories of respondents, namely parents, learners, head teachers, and community stakeholders. Findings are, therefore, most directly applicable to the context of Lamwo District, although the trustworthiness measures described in Section 3.7.2 provide a basis on which readers may judge their transferability to comparable settings elsewhere.

3.11 Summary

This chapter has presented the mixed-methods research design and purposive sampling design adopted by the study, and has described, separately, the quantitative and qualitative approaches, study population, sample size and sampling procedure, data collection methods and instruments, quality control measures, and data analysis procedures, together with the ethical considerations and limitations and delimitations of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study, organised around the four specific objectives set out in Chapter One: the roles parents played in implementing home-based learning, parents' competence in supporting home-based learning, the success of parental involvement in home-based learning, and the challenges parents faced in implementing home-based learning. In line with the study's mixed-methods design, the quantitative and qualitative findings are presented as distinct but adjoining subsections under each objective, so that the numerical patterns from the questionnaire can be read directly alongside the corresponding accounts from interviews and focus group discussions that explain them. Quantitative data were drawn from 180 validly completed parent questionnaires (an effective response rate of 90%, as detailed in Chapter Three), while qualitative data were drawn from interviews with 45 parents, 15 head teachers, and 105 learners, together with five focus group discussions involving 35 community stakeholders.

4.1 Demographic Characteristics of Respondents

Table 1 presents the demographic characteristics of the 180 parents who completed the quantitative questionnaire, covering gender, age, sub-county of residence, and level of education.

Table 3 Demographic Characteristics of Parent Respondents (n = 180)

Characteristic	**Category**	**Valid % (n=180)**
Gender	Female	39.4
	Male	60.6
Age	20–29 years	17.2
	30–39 years	21.1
	40–49 years	38.9
	50 years and above	22.8
Sub-county	Aceba	13.3
	Padibe West	26.7

	Padibe Town Council	33.3
	Katum	6.7
	Padibe East	20.0
Education	No formal education	0.6
	Nursery	0.6
	Primary	61.7
	Secondary	24.4
	Tertiary	12.8

The sample was slightly male-dominated (60.6% male against 39.4% female) and drawn predominantly from parents aged 30 to 49 years (60.0% combined). Padibe Town Council and Padibe West sub-counties together accounted for 60.0% of respondents, reflecting their larger share of the sampled schools. Most notably, 61.7% of parents had attained only a primary-level education, with a further 1.2% having no formal schooling or only nursery-level education, while just 12.8% had reached tertiary level. This educational profile recurs as an explanatory factor throughout the findings presented below.

4.2 Roles Played by Parents in the Implementation of Home-Based Learning

This section presents the findings relating to the first objective of the study.

4.2.1 Quantitative Results

Table 4 Parents' Reported Roles in Home-Based Learning (n = 180)

Statement	% Agree	% Disagree	% Not sure
Motivated and guided children using MoES home-study materials	49.4	46.1	4.4
Provided traditional learning materials (textbooks, pens, exercise books)	49.5	48.9	1.7
Provided modern digital tools (smartphones, computers) fully equipped for learning	13.3	80.6	6.1
Apportioned enough time for home-based learning	33.3	65.5	1.1
Monitored their children's learning sessions	27.8	68.8	3.3

The quantitative results show that parents were about equally split on the more passive roles of motivating children and providing traditional materials (roughly 49% agreement on each), but reported markedly weaker performance on the more resource-intensive or active roles: only 13.3% reported providing adequately equipped digital tools, only 33.3% reported apportioning sufficient time, and only 27.8% reported actively monitoring learning sessions.

4.2.2 Qualitative Results

Interviews with parents confirmed a generally high level of awareness of their expected role, even where this did not translate into full practical support. One parent stated, “I know I need to help my child with their studies at home, but I sometimes feel overwhelmed by the materials.” Head teachers similarly affirmed the importance of this role: “Parents are the first teachers in a child’s life, and their involvement is crucial for the success of home-based learning,” one head teacher observed.

Focus group discussions with the 35 community stakeholders identified a range of supporting contributions beyond the immediate household: enforcement of COVID-19 safety and standard operating procedures (the most frequently cited contribution), distribution of learning materials, sensitisation of learners and parents, and direct support to learners, alongside a smaller number of mobilisation efforts. Learners, for their part, frequently linked gaps in parental role fulfilment to competing demands on parents’ time, as one learner explained: “My parents are always working in the fields, and when they come home, they are too tired to help me with my studies.” Taken together, the qualitative accounts corroborate the quantitative pattern: parental roles requiring only awareness or minimal material provision were reasonably well fulfilled, while roles demanding sustained time, resources, or active monitoring were not.

4.3 Parents’ Competence in Supporting Home-Based Learning

This section presents the findings relating to the second objective of the study.

4.3.1 Quantitative Results

Table 5 Parents' Self-Reported Competence in Supporting Home-Based Learning (n = 180)

Statement	% Agree	% Disagree	% Not sure
Understood and interpreted the learning content	27.3	63.3	9.4
Supported continuous learning using the MoES home-study guide	43.9	47.2	8.9
Responded to children's questions on lesson content	31.3	57.0	11.7
Ensured effective communication with their children	61.7	31.1	7.2
Supported children to discover and promote their talents	37.7	56.2	6.1
Operated digital learning tools for home-based learning	11.6	72.3	16.1
Exhibited emotional restraint whenever children made mistakes	50.0	40.0	10.0
Improvised alternative learning materials	22.8	63.3	13.9
Communicated effectively with schools and teachers	15.0	62.8	22.2
Controlled the learning programme (time management and task completion)	26.7	63.3	10.0

Parents rated themselves most favourably on interpersonal competencies, communication with their children (61.7% agreement) and emotional restraint (50.0%), but markedly less favourably on academic and technical competencies. Only 27.3% felt able to understand and interpret learning content, only 11.6% felt able to operate digital learning tools, and only 15.0% reported communicating effectively with schools and teachers.

4.3.2 Qualitative Results

Interviews with parents illustrated the practical effect of these competence gaps. “I try to help my child, but I often find the materials confusing. I wish I had more training on how to assist them,” one parent reported. Head teacher interviews revealed corresponding institutional gaps: only 2 of the 15 head teachers interviewed had any record of parents registered for online digital learning, none could produce records of which parents had actually collected home-study materials distributed by the Ministry of Education and Sports, and only 3 reported receiving any feedback from parents on the progress of home-based learning. As one head teacher summarised, “We need better systems in place to engage parents and monitor their involvement. Without this, we cannot fully support our pupils’ learning at home.” Learners, meanwhile, directly linked their parents’ educational background to the support they received: “My mom wants to help me, but she doesn’t understand the subjects, so it’s hard for her to explain things to me,” one learner said. Together, the quantitative and qualitative findings point to the same conclusion: parental competence, not merely willingness, was a binding constraint on the support parents were able to offer.

4.4 Success of Parental Involvement in Supporting Home-Based Learning

This section presents the findings relating to the third objective of the study, assessed through the frequency and consistency of parental engagement with learning activities.

4.4.1 Quantitative Results

Table 6 Frequency of Parental Engagement with Home-Based Learning (n = 180)

Activity	Never	2x/wk	3x/wk	4x/wk	5x/wk
Sat with, guided, and monitored children during learning sessions	42.5	36.3	10.6	7.3	3.4
Provided access to digital learning tools	76.1	17.8	5.0	1.1	0.0
Followed up on completed learning and assignments	46.6	25.8	18.0	5.1	4.5

Across all three indicators of active involvement, a substantial proportion of parents, ranging from 42.5% to 76.1%, reported never engaging in the activity at all, with engagement falling off sharply for those who did participate. The provision of digital learning tools showed the

weakest performance of the three, with more than three-quarters of parents (76.1%) reporting that they never provided such access.

4.4.2 Qualitative Results

Qualitative accounts indicated that, where engagement occurred, it was often inconsistent or declined over the course of the lockdown. “I do my best to sit with my child and help them with their homework, but with my work schedule, it’s not always possible,” one parent explained. Learners corroborated this pattern of inconsistency: “Sometimes my mom helps me, but other times she’s too tired or busy to sit with me,” and, more pointedly, one learner asked, “If my parents don’t assign any importance to home-based learning, what value can I attach to it?” This comment illustrates how inconsistent parental engagement was perceived by learners themselves to affect their own motivation, reinforcing the quantitative finding that active, sustained involvement, rather than occasional support, was the exception rather than the norm.

4.5 Challenges Faced by Parents in Implementing Home-Based Learning

This section presents the findings relating to the fourth objective of the study.

4.5.1 Quantitative Results

Table 7 Mean Ratings of Challenges Faced by Parents, Ranked (n = 180)

Challenge (5-point Likert scale)	Mean	SD
Inadequate time	3.83	1.141
Children’s negative attitude towards learning	3.77	1.013
Inability to provide digital tools and accessories	3.75	1.032
Inability to purchase required digital tools	3.73	1.179
Inadequate support to parents	3.72	0.953
Inability to understand the learning content	3.71	1.136
Inability to assess learning outcomes	3.58	1.031
Unconducive learning setting	3.43	1.085
Learner laxity in completing tasks	3.34	1.081
Inadequate learning materials	3.24	1.262

On a five-point Likert scale, inadequate time emerged as the most severe challenge (M = 3.83, SD = 1.141), while inadequate learning materials was rated the least severe of the ten challenges assessed (M = 3.24, SD = 1.262), though still substantial. An independent-samples t-test comparing male and female respondents found no statistically significant gender difference on nine of the ten challenges; the sole exception was learner laxity in completing tasks, which female respondents (M = 3.56) rated as significantly more challenging than male respondents (M = 3.20), p = 0.029.

4.5.2 Qualitative Results

Focus group discussions with community stakeholders identified financial constraints preventing the purchase of additional study materials as the most frequently cited challenge, followed by inadequate study materials, limited access to radios and smartphones, and concerns about contracting COVID-19 or facing legal repercussions for violating public-health regulations. “We registered pupils per household for home-study materials, but the materials were delivered late during the lockdown,” one LC1 chairperson reported, a concern echoed by a head teacher who added that materials “were delivered late deep into the lockdown in my school.” Learners linked several of these challenges directly to their own experience: “I don’t have a smartphone or a computer, so I can’t do my schoolwork online like my friends,” and, regarding time, “sometimes I want to study at night, but we don’t have electricity, so I can’t.”

Stakeholders proposed several solutions to these challenges: intensified mobilisation and sensitisation of parents and learners, timelier printing and distribution of home-study materials, empowering LC1 officials to monitor learning at the household level, and the formation of village education committees. One head teacher summarised the underlying institutional gap succinctly: “The government should design detailed monitoring and evaluation tools to be used, other than expecting parents to know what to do.”

4.6 Validation of the Research Hypothesis

The study’s hypothesis, that parental involvement significantly influences the effectiveness of home-based learning among primary school learners in Lamwo District during the COVID-19 pandemic, was examined using the quantitative and qualitative evidence presented above. The independent-samples t-tests conducted on the ten challenge items (Section 4.5.1) found a

statistically significant difference between male and female respondents on only one of the ten challenges assessed, learner laxity in completing tasks ($p = 0.029$), with the remaining nine challenges showing no statistically significant gender difference ($p > 0.05$).

While this specific statistical test therefore offers only limited direct support for the hypothesis, the weight of the combined quantitative and qualitative evidence across Sections 4.2 to 4.5, consistently low levels of active parental engagement, competence gaps rooted in parental education, and the interlocking practical challenges households faced, supports the substantive claim that the extent and quality of parental involvement was closely associated with how effectively home-based learning was implemented in the sampled schools. This relationship, and its implications for parents, schools, and policy, is examined in greater depth in Chapter Five.

4.7 Summary

This chapter has presented the study's quantitative and qualitative findings side by side under each of the four specific objectives. Overall, the findings show that parents in Lamwo District were generally aware of, and willing to fulfil, a basic role in home-based learning, but that fewer than a third demonstrated sustained, active involvement; that competence gaps linked to parental education and digital literacy limited even willing parents' capacity to provide meaningful support; that parental engagement, measured by frequency, was neither consistent nor sustained; and that inadequate time, digital exclusion, and children's attitudes toward learning were rated the most severe of the challenges parents faced.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the findings of the study in light of the research objectives, the reviewed literature, and the theoretical frameworks underpinning the study namely, Maslow's Humanistic Theory of Learning, Csikszentmihalyi's Flow Experience Theory, and Vygotsky's theory of social development. The discussion is organised around the study's four specific objectives: the roles parents played in implementing home-based learning, parents' competence in supporting home-based learning, the success of parental involvement in home-based learning, and the challenges parents faced in implementing home-based learning. The chapter closes with a summary of the key findings, a conclusion that draws these findings together in relation to the statement of the problem, a statement of the study's contribution to knowledge, recommendations addressing each objective, and suggested areas for further research.

5.1 Conceptualising Home-Based Learning

Home-based learning is understood, both in the literature and in this study, as an educational approach in which instruction and learning activities occur primarily within the home environment, facilitated by parents or guardians and guided by teachers through printed materials, radio, television, or digital platforms (Kostelecká et al., 2021; Tay et al., 2021). During the COVID-19 pandemic, home-based learning became the default mode of instruction in Uganda, requiring parents to assume a far more direct and active role in managing their children's education than under normal circumstances. This shift was particularly demanding in rural settings such as Lamwo District, where educational infrastructure, access to technology, and household resources were already limited.

Consistent with this conceptualisation, the study found that most parents in Lamwo District were broadly aware of their expected role in home-based learning, even though, as the following sections show, this awareness did not consistently translate into active engagement. Reports and policy documents reviewed for the study similarly emphasised the centrality of parental involvement to home-based learning while acknowledging the practical barriers rural parents face in fulfilling this role (Fontenell-Tereschuk, 2021; UNESCO, 2020). Taken

together, the study's findings support an understanding of home-based learning as a multifaceted undertaking whose success depends jointly on parental engagement, access to resources, and the availability of coordinated support from schools and government a dependency that is particularly acute in resource-constrained settings such as Lamwo District.

5.2 Roles Played by Parents in the Implementation of Home-Based Learning

In relation to the first objective, the study found a consistent gap between parents' reported willingness to support home-based learning and the extent to which this translated into concrete action. Quantitatively, about half of parents (49.4% combined agreement) reported motivating and guiding their children using home-study materials, while a comparable proportion reported little or no such engagement; overall, less than a quarter of surveyed learners were found to have both received and actually used the materials provided. Parental provision of traditional learning materials, such as textbooks, pens, and exercise books, showed an almost even split (49.5% provided against 48.9% who did not), yet qualitative accounts from learners suggested that actual provision was considerably lower than parents reported a discrepancy attributable to parental disinterest, poverty, and the perception among some households that "no schooling" was taking place during the lockdown.

Access to modern digital tools and to radio and television programming, both intended as alternative channels for home-based learning, was similarly constrained: only 11.1% of parents reported that their children had adequately equipped digital devices, while 60.0% strongly disagreed that such access existed; participation in radio and television lessons stood at only 22% and 5.8% respectively. Parents and learners attributed this to the cost of devices, unreliable power supply, poor signal quality, and, in relation to broadcast lessons, content that did not adequately meet learners' needs, as one learner observed: "The radio lesson programmes lasted only two months and mathematics was very difficult to understand over the radio since I could not see the illustrations."

Beyond material and technological support, parents' active, ongoing engagement with the learning process itself was limited. Only 27.8% of parents reported monitoring learning sessions, and only 33.3% reported allocating dedicated time for study, with the majority instead prioritising domestic and agricultural responsibilities. As one parent explained, "All the time I had was for my family not to get infected with coronavirus. I had no time for other petty issues." Provision of a suitable, dedicated learning space was more evenly split (53.9%

provided against 43.9% who did not), although qualitative accounts indicated that, where a space existed, it was frequently improvised a shared bedroom, a kitchen, or a tree shade rather than purpose-built, and often lacked adequate lighting for evening study.

These findings are consistent with Vygotsky's (1978) theory of social development, which holds that learning is fundamentally a social process sustained through guided interaction; in the absence of direct interaction with teachers during school closures, parents were expected to assume this facilitative role, yet the data suggest that competing demands on their time, combined with limited resources, prevented most from doing so consistently.

The findings also resonate with Maslow's (1943, 1970) hierarchy of needs: where households were preoccupied with securing basic subsistence and safety during a public-health crisis, the higher-order engagement required to support learning was frequently displaced. This pattern is broadly consistent with studies from comparable contexts (Alharbi et al., 2023; Kostelecká et al., 2021; Ochen, 2021), which similarly report that parental roles in home-based learning are shaped as much by household capacity and competing priorities as by parental willingness.

Overall, therefore, while a minority of parents in Lamwo District actively fulfilled the range of roles expected of them, the majority faced structural and resource-based constraints that limited their capacity to do so a conclusion that directly informs the recommendations presented later in this chapter.

5.3 Parents' Competence in Supporting Home-Based Learning

In relation to the second objective, the study found that parents' competence to support home-based learning was constrained primarily by their own educational attainment and, relatedly, by low levels of digital literacy.

A majority of parents (63.3%) reported being unable to understand or interpret the learning content their children were expected to study, a finding consistent with demographic data showing that 61.7% of parents had attained only primary-level education, while a further 12% had received no formal schooling or had stopped at nursery level. One mother captured this succinctly: "I am not educated. I stopped in primary 4 many years ago. I don't know what my children are reading in primary 4 these days." Where parents had attained a higher

level of education, however, learners reported markedly more positive experiences, illustrating a clear gradient between parental education and the quality of support provided.

This limitation extended to parents' ability to make effective use of the structured home-study guide issued by the Ministry of Education and Sports (MoES): only 43.9% felt able to use the guide to support continuous learning, a figure further undermined by very low collection rates of the printed materials, which stakeholders attributed to the centralisation of distribution points at schools rather than within communities.

Digital competence was even more limited, with only 11.6% of parents reporting the ability to operate digital learning tools, against 72.3% who could not; this gap in ability compounded, rather than merely mirrored, the earlier finding on limited access to digital devices, since even the few households that could obtain a device often lacked the skill to use it for learning purposes.

Parents' capacity to extend support beyond the prescribed curriculum was similarly limited: 63.3% reported being unable to improvise alternative learning materials, and 56.2% felt unable to support the discovery and development of their children's talents, with most households instead directing children's time and energy toward domestic and agricultural labour during the lockdown. Structured oversight of learning was also weak: 59.5% of parents reported poor communication with schools and teachers, and 63.3% reported an inability to manage the time and task-completion aspects of home-based learning, a pattern that, according to qualitative accounts, tended to weaken further as the lockdown progressed and parents' initial concern gave way to fatigue and uncertainty about when schools would reopen.

Responses on emotional regulation were comparatively more even (50% reporting adequate restraint against 40% reporting difficulty), suggesting that, while not the most pressing competence gap identified, the emotional demands of prolonged confinement placed additional strain on parent–child relationships.

These findings align closely with the substantial body of literature linking parental education to the quality of academic support parents can provide (Azubuike et al., 2021; Mwenje et al., 2020; Novrinda et al., 2017; Sari et al., 2020), and with evidence that digital literacy, specifically, is a distinct and compounding barrier in low-resource settings (Alharbi et al., 2023; UNESCO, 2020). Read alongside Maslow's hierarchy of needs, the data suggest that

many parents in Lamwo District were themselves operating from a position of limited educational and material capital, which constrained not only their willingness but their practical ability to fulfil the facilitative role that home-based learning required of them. This distinction between willingness and competence is an important nuance the study contributes to the local literature on home-based learning, with direct implications for the design of parent-support interventions, discussed in the recommendations below.

5.4 Success of Parental Involvement in Supporting Home-Based Learning

In relation to the third objective, the study assessed the success of parental involvement primarily through the frequency and consistency of parents' engagement with their children's learning, given the absence of standardised assessment during the lockdown period. On this measure, engagement was found to be markedly low and inconsistent: 42.5% of parents reported never sitting with, guiding, or monitoring their children during study sessions, with only small proportions doing so more than twice a week.

Provision of digital learning tools followed a similar pattern, with 76.1% of parents reporting that they never provided such access. Follow-up on completed learning, an indicator closely tied to a sense of accountability and to Csikszentmihalyi's notion of sustained engagement, was similarly weak, with 46.6% of parents reporting that they never checked whether learning had taken place or assignments had been completed.

Qualitative data reinforced and, in several respects, deepened this picture: several respondents indicated that parental involvement was strongest in the early weeks of the lockdown before declining as the crisis wore on, a pattern one learner described directly: "My dad was concerned and followed my studies from home in the second and third month of the lockdown. He later relaxed and was never bothered whether I studied or not." This trajectory suggests that the sustainability, and not only the initial presence, of parental involvement is a critical determinant of success in home-based learning a dimension that quantitative frequency data alone would not have revealed as clearly.

Interpreted through the study's theoretical frameworks, this pattern indicates that the conditions necessary for a sustained state of productive engagement, or "flow" (Csikszentmihalyi, 1990), in either parents or learners, were rarely established or maintained in Lamwo District during the pandemic. Both frameworks converge on the same conclusion:

without consistent structure, monitoring, and encouragement, sustained by parents who themselves face significant resource and capacity constraints, home-based learning is unlikely to translate into meaningful educational continuity.

This finding is broadly consistent with comparable studies in similarly resource-constrained settings (Ochen, 2021; Sari et al., 2020; Zhao et al., 2022), which likewise link inconsistent parental engagement to constrained household resources and competing priorities rather than to parental indifference alone. On balance, therefore, parental involvement in home-based learning in Lamwo District, while present in some households, was neither sufficiently frequent nor sufficiently sustained to be judged broadly successful, underscoring the need for external, structured support to complement and reinforce parental effort.

5.5 Challenges Faced by Parents in Implementing Home-Based Learning

In relation to the fourth objective, the study measured the relative severity of the challenges parents faced using mean Likert-scale scores, which allowed the challenges to be ranked in order of significance. Inadequate time emerged as the most significant challenge (M = 3.83, SD = 1.141), followed by the inability to provide required digital tools (M = 3.73, SD = 1.179), difficulty understanding learning content (M = 3.71, SD = 1.136), inability to assess learning outcomes (M = 3.58, SD = 1.031), unconducive learning environments (M = 3.43), learner laxity in completing tasks (M = 3.34, SD = 1.081), and inadequate learning materials (M = 3.24, SD = 1.262).

Qualitative data illuminated the interconnections among these challenges rather than treating them as isolated barriers. Time constraints were driven primarily by the demands of agricultural and domestic work and, during the acute phase of the pandemic, by parents' preoccupation with household safety, as one senior citizen observed: "The pandemic lockdown was meant to keep people alive, and education was not given a priority by some families." The inability to provide digital tools was rooted in poverty, illustrated starkly by one parent's comparison of a smartphone's cost to that of a calf, while difficulty understanding content and assessing learning outcomes were both traceable to parents' own limited education, as discussed in Section 5.3. Even where learning materials reached households, late delivery, insufficient copies, and the requirement that materials be shared across a village meant that many families lacked adequate materials in practice, and unconducive physical environments most often lacking reliable lighting and free of

interruption further constrained the time and materials parents and learners did manage to secure.

These challenges correspond closely with those documented in comparable literature on home-based and emergency remote learning in low-resource settings (Azubuike et al., 2021; Bhamani, 2022; Kostelecká et al., 2021; Rahmadani et al., 2021; UNESCO, 2020), which similarly identify time poverty, digital exclusion, and low parental education as interlocking, rather than independent, barriers.

Viewed through Maslow's hierarchy of needs, the ranking of challenges observed in this study is consistent with a context in which many households were still contending with more basic survival needs, leaving comparatively little capacity of time, money, or confidence for the higher-order demands of supporting formal education. This reading reinforces the conclusion, developed further below, that addressing any single challenge in isolation is unlikely to meaningfully improve home-based learning outcomes in Lamwo District; a coordinated, multi-pronged response is required.

5.6 Summary of Findings

Drawing together the discussion above, three broad patterns characterise the implementation of home-based learning in Lamwo District during the COVID-19 pandemic.

First, most parents were aware of, and expressed willingness to fulfil, their role in home-based learning, but a minority translated this awareness into consistent, active support; the roles most consistently fulfilled were the more passive ones (such as providing a physical space), while more active roles (monitoring, assessing, and improvising materials) were fulfilled far less often.

Second, parents' competence to support learning particularly their own educational attainment and digital literacy was a significant and largely unaddressed constraint that limited even willing parents' ability to provide meaningful academic support.

Third, the resulting parental involvement was neither frequent nor sustained enough, when measured against monitoring, provision of tools, and follow-up, to be considered broadly successful, and this shortfall was driven by an interlocking set of challenges most severely,

inadequate time, digital exclusion, and limited parental education that reflect the wider socio-economic realities of rural Lamwo District rather than parental unwillingness alone.

5.7 Conclusion

This study set out to examine the role of parents and the implementation of home-based learning under the COVID-19 pandemic among learners in selected primary schools in Lamwo District, guided specifically by the problem that, despite the introduction of home-based learning as a national response to school closures, the effectiveness of this policy in rural districts such as Lamwo appeared to depend heavily on a layer of parental support whose extent and quality had not been systematically documented.

The findings directly address this problem. With respect to the first objective, the study concludes that parents in Lamwo District were generally aware of their expected role in home-based learning but inconsistently fulfilled it, owing largely to competing demands on their time and resources. With respect to the second objective, the study concludes that parental competence, shaped principally by educational attainment and digital literacy, was a binding constraint that limited even well-intentioned parents' capacity to support their children academically. With respect to the third objective, the study concludes that parental involvement, assessed through the frequency and consistency of monitoring, tool provision, and follow-up, fell short of what would be required for home-based learning to be judged successful. With respect to the fourth objective, the study concludes that inadequate time, digital exclusion, low parental education, and material shortages constitute an interlocking set of challenges rooted in the broader socio-economic conditions of rural Lamwo District, rather than isolated, easily remedied obstacles.

Taken together, these conclusions support the overarching argument of the study: that the success of home-based learning during the COVID-19 pandemic in a rural, resource-constrained district such as Lamwo depended not merely on the existence of a home-based learning policy or on parents' individual willingness, but on the alignment of parental capacity, household resources, and external institutional support an alignment that, for the majority of households in this study, was not achieved.

This conclusion is consistent with, and extends, the theoretical expectations of Maslow's hierarchy of needs and Vygotsky's theory of social development applied in Chapter One, and

it corroborates the broader pattern documented in the reviewed literature on home-based learning in low-income and rural settings elsewhere.

5.8 Contribution to Knowledge

Beyond corroborating the broader literature on home-based learning during COVID-19, this study makes three specific contributions to knowledge. First, by employing a sequential explanatory mixed-methods design, it provides context-specific, triangulated evidence, quantifying the extent of parental involvement while explaining, in participants' own words, why that involvement took the shape it did, an approach not previously applied to this question in Lamwo District.

Second, the study distinguishes empirically between parental willingness and parental competence as separate, only partially overlapping, determinants of home-based learning success, a distinction that refines the more general claim in the existing literature that "parental involvement matters" by identifying which specific dimension of involvement is most constrained in a given context.

Third, by ranking the challenges parents faced according to their relative severity, from inadequate time as the most significant to inadequate materials as comparatively least significant, the study offers a practical, locally grounded basis for sequencing interventions, evidence that can inform how the Ministry of Education and Sports, development partners, and local government prioritise limited resources in future emergency or remote-learning responses in similar rural districts.

5.9 Recommendations

Building on the conclusions above, the following recommendations are organised according to the study's four specific objectives, with an additional recommendation addressing gender-responsive and affirmative-action considerations that cut across all four.

Objective One – Roles of Parents in Home-Based Learning

i. District Education Office & LC1 Chairpersons could establish community resource hubs for parents to access and exchange learning materials locally.
ii. Head Teachers could provide parents with simple role guides at the start of home-based learning periods to clarify expectations.

Objective Two – Parents' Competence in Supporting Home-Based Learning

i. Ministry of Education & District Education Office could develop short orientation guides and community training sessions tailored to rural literacy levels.
ii. Ministry of Education & Schools could integrate basic digital literacy into parent training to improve use of radio, TV, and mobile platforms.

Objective Three – Sustaining Parental Involvement

i. Schools & Head Teachers could use low-cost engagement tools (SMS reminders, community meetings) to maintain parental involvement during closures.
ii. Ministry of Education could implement a simple monitoring system to track parental engagement and provide timely support to households with weak involvement.

Objective Four – Addressing Challenges Faced by Parents

i. Ministry of Education & Local Government could prioritise flexible, low-bandwidth options (printed materials, accessible radio programming).
ii. Private Sector & NGOs (with Government Support) could subsidize devices, data, and power sources in underserved areas.

Gender and Affirmative Action

i. Ministry of Education & Schools could adopt gender-responsive approaches by scheduling training around domestic responsibilities and promoting equal parental roles.
ii. Government & Development Partners could prioritise support for female-headed and disadvantaged households with targeted devices, materials, and training.

5.10 Areas for Further Research

Building on the scope and limitations of the present study, the following areas are recommended for further research:

(a) The relationship between parental education levels and measurable learner academic outcomes, rather than parental involvement alone, under home-based learning.

(b) The effectiveness of targeted digital-literacy training programmes for parents in rural districts.

(c) A longitudinal study tracking the academic and socio-emotional trajectories of learners who experienced extended home-based learning during the pandemic.

(d) The role of community-based organisations and local leadership structures in sustaining home-based learning during future emergencies.

(e) A comparative study of home-based learning models across districts or countries with differing levels of resource availability, to identify transferable strategies for improving outcomes in similarly resource-constrained settings.

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APPENDICES

Appendix 1: Personal Letter of Introduction

LETTER OF INTRODUCTION

Dear Respondents,

I am Akello Faith, a Masters' pupil of Gulu University, doing Master of Education in Education Management, pupil's Reg. Number 19/U/26/28/MED/PS. My contact number is 0772646990.

I have come for data collection in Lamwo District under selected sub-counties and primary schools.

I humbly request you to participate in the filling of the questionnaires and answering interview questions vey honestly.

Thank you.

Appendix 2: Questionnaire for Parents

1. Identification of Respondents

Gender (tick) Male (Code 2) Female (Code 1)

2. Age

CODE	Year	Tick Relevant
1	6 – 9	
2	10- 12	
3	13 – 18	
4	19-29	
5	30-39	
6	40 and above	

3. Location

	SCHOOL	CODES/ SUB- COUNTY	TICK RELEVANT
1	Abakadyak P/School	1. Aceba	
2	Ayom P/School	"	
3	Ogwangcan P/School	"	
4	Madi Kiloc P/School	2. Padibe West	
5	Madi Opoki P/School	"	
6	Padibe Girls P/School	3. Padibe Town Council	
7	Padibe Boys P/School	"	
8	Padibe Primary School	"	
9	Lagwel P/School	2. Padibe West	
10	Childcare P/School Padibe	3. Padibe Town Council	
11	Labayango P/School	4. Katum	
12	Katum P/School	"	

13	Alaa P/S	5. Padibe East	
14	Kolokolo P/School	“	
15	Ogako Lacan P/School	“	

4. Maximum Education level of respondent

CODE	LEVEL	TICK
0	No formal education attended	
1	Nursery	
2	Primary	
3	Secondary	
4	Tertiary	
5	University	

Appendix 3: Questionnaires for parents

1-What key roles did parents play in the implementation of home-based learning in Lamwo District? (Tick where applicable}

	Key roles of parents	**Strongly agree Code 5**	**Agree Code 4**	**Disagree Code 3**	**Strongly Disagree Code 2**	**Not Sure Code 1**
a-	Parents motivated and guided their children using the home study materials provided by Ministry of Education and Sports					
b-	Parents provided the traditional learning materials like textbooks, pens and exercise books					
c-	Parents provided modern digital tools like smartphones and computers fully equipped with airtime, data and power					
d-	Parents absorbed the shock and took over the classroom responsibilities of schoolteachers.					
e-	Parents provided access to telecommunication tools like TV's and radios					
f-	Parents provided learning space and conducive learning environment at home equipped with seats, tables and light.					
g-	Parents apportioned adequate time for learning amidst other home activities.					
h-	Parents actively participated by monitoring and engaging learners					

	during learning sessions as scheduled by MoES					
i-	Parents hired teachers to coach their children from home.					
J	Parents catered for the psycho-social needs of the children during home-based learning.					

2- What were the parents' competencies in supporting Home-based Learning? (Tick where applicable)

	Skills and Competencies	Strongly agree Code 5	Agree Code 4	Disagree Code 3	Strongly Disagree Code 2	Not sure Code 1
a-	Parents were able to understand and interpret the learning contents of the learning areas.					
b-	Parents were able to support continuous learning using the home-based learning guide issued by MoES.					
c-	Parents were able to respond to the questions from their children regarding the content of the lesson administered.					
d-	Parents were able to ensure effective communication with their children.					

e-	Parents were able to support their children to discover, develop and promote their talents.					
f-	Parents were able to operate the digital learning tools e.g. TV's, smartphones, radios, computers equipped with power, airtime and internet data for the purpose of learning from home.					
g-	Parents exhibited emotional restraint whenever the children make mistakes.					
h-	Parents were able to improvise for alternative learning materials to support home-based learning.					
i-	Parents effectively communicated with the respective schools and instructors.					
j-	Parents were able to control the learning programs in terms of time and completion of tasks assigned.					

3- What was the success/outcome/performance of home-based learning (Tick where applicable

	Frequencies	Five times a week	Four times a week	Thrice a week	Twice a week	Never

		Code 5	Code 4	Code 3	Code 2	Code 1
a-	How often did parents sit with, guide and monitor their children during learning sessions?					
b-	How often did parents provide access to digital learning tools such as computers and smartphones?					
c-	How often did parents make follow up on learning process by finding out if learning took place and assignments done					
d-	How often did parents provide the learning aids?					
e-	How often did parents go over their children's works, tasks and notes, assignments to assess acquisition of knowledge?					
f-	How often did parents provide learning tools like pens, exercise books and others?					
g-	How often did parents sit with their children to motivate and emphasize on the importance of education on their future?					
h-	How often did parents help their children to complete given tasks?					

i-	How often did parents give special moments to their children to discuss their future in terms of career guidance?					
j-	How often did parents get in touch with instructors to discuss some aspects of the learning contents?					

4- What were the challenges faced by parents in implementing the Home-based learning in Lamwo District?

	Challenges	**Strongly agree Code 5**	**Agree Code 4**	**Disagree Code 3**	**Strongly Disagree Code 2**	**Not sure Code 1**
a-	Inadequate time					
b-	Inability to understand the learning content in order to help their children with their learning difficulties.					
c-	Inability to provide the digital tools and their accessories to aid learning.					
d-	Inadequate learning materials.					
e-	Children's negative attitude towards learning.					
f-	Inadequate support to parents during the implementation of home-based learning.					
g-	Unconducive learning setting.					
h-	Inability to conduct assessment of the learning outcome.					
i-	Laxity by the children to					

	complete tasks.					
j-	Inability to purchase the required digital tools.					

Appendix 4: Interview guides to parents who cannot read and writes

Were you aware that you had a role to extend the school learning program to continue from home?

If YES, what were your roles?

……
……
……

If No, give out the reasons.

……
……
……

How regular were you in guiding the learners, organizing the study environment, providing the learning materials and helping children to do their assignments/homework?

……
…….....
.....

Were you able to understand the learning content to help you support the children during the learning session to enable the child complete the task?
…….....
.....
.....

Did you experience any challenge (s) in supporting your child during home based learning process? If so, what were they?
……
……
……

What do you propose as solutions to mitigate those challenges?
……
…….

Appendix 4b: Lapeny bot lunyodo malube ki pwonye pa lotino ki gang i kare me Corona-19

Macalo lanyodo, in ibedo ki ngec ni itye ki tic me neno ni kwan pa latin ma megi omede ki gang?

Ka ingeyo, tic ma megi obedo ngo?
……
…….

.....

Ka pe ingeyo, itamo-ni peko obedo kwene?

……
…….....

…….

Inge kare marom kwene ma in ibedo ka tiro latin i yoo me kwan ki gang, yubo ka kwan pa latin, iyo jami ma mite me kwan ki dong konyo lotino me timo peny ma i buk?

……
……

In mono iniang gin ma kimiyo ni latin okwan-ni, i yoo ma weko itwero konyo kor latin i caa me kwan?

……
…….....
.....

Peko ango ma inongo i kare me konyo kor latin-ni i kare me kwan ki gang?

……
……..

…….....
.....

Yoo ango ma itamo-ni gitwero cobo kwede ki peko magi?

……..……

……..……

…….

Appendix 5: Interview guides for head teachers

Did you have any roles to play in the implementation of home-based learning?

If YES, what were some of the roles?

……
……
…….

Do you have the record of parents who registered for online digital learning and those that collected the home study materials such as textbooks and printed materials?

If YES, give details in terms of numbers of parents, learners and study materials.

……
……..

If NO, give reasons.

……
……
……..

Have you received any feedback on any progress of home-based learning process?

If YES, what were they?

……
……
…….

If NO, what could be the reason?

……
……

What challenges and gaps did you identify? …….....

…….....
.....

What solutions do you propose?

…….....

…….

What is your overall view on home-based learning?

……

…….....

Appendix 6: Interview guide for focus groups with Stakeholders

Are involved in home-based learning of pupils and Learners during the Covid-19 pandemic lockdown?

……
…….

What is your contribution during the home-based learning?

……

……
……

What challenges have you identified during the home-based learning?

……
……
……

What are the possible solutions to the challenges identified?

……
……
……

In your opinion, how best can parents be involved in the process of home-based learning?

……
……
……

Propose strategies to be used to make home-based learning more effective?

……
……

Appendix 7: Interview Guide for Learners

How did you engage with radio learning programs during the Covid-19 lockdown?

_____

_____

What was your experience with attending lessons aired on television during the Covid-19 pandemic?

_____

_____

Can you describe how you received and used the home-based learning materials distributed by the Ministry of Education and Sports?

_____

_____

How did you utilize the materials for study purposes?

_____

_____

How did you manage your time to revise old notes on topics covered before Covid-19?

_____

_____

How did your parents allocate time for your studies?

_____

_____

What kind of learning materials did your parents provide to support your learning from home?

_____

_____

How did your parents guide you during your learning sessions and tasks?

_____

_____

In what ways did your parents monitor your learning process and review your work?

_____

_____

How did your parents provide a convenient learning space at home?

_____

_____

How did you access online learning materials provided by the Ministry of Education and Sports?

_____

_____

What digital tools did your parents have, and how did they support your learning?

_____

_____

Who at home guided you on tasks that were difficult, and how did they assist you?

_____

_____

How did you receive feedback on tasks and assignments you completed?

_____

_____

Thanks for Participating

Appendix 8a: Informed Consent in English

GULU UNIVERSITY FACULTY OF EDUCATION AND HUMANITIES

INFORMED CONSENT FORM

Investigator: Akello Faith Tel.No. 0772648990, email address allsofaith@gmail.com

Topic: The Roles of Parents and Implementation of Home-Based Learning Under Covid-19 Pandemic in Lamwo District

Institution: Gulu University

Introduction:

This informed consent form explains the study to you. After the explanation, any questions you may have been answered. You have been chosen to participate in the study by giving answers to questions and views according to your observation.

Purpose:

This study is being carried out to assess the roles of parents in implementation of home-based learning, the frequency of direct parental involvement, parent skills and competence, and challenges faced by parents in home-based learning in selected schools in Lamwo District, Northern Uganda.

Confidentiality:

Your identity will not be revealed to any one as we shall only use codes to identify participants. The information obtained will only be accessed by the research team. Confidential information will only be accessed by the principal investigator.

Statement of consent:

……. has described to me what is going to be done and my rights as a participant in this study. A copy of this form will be provided to me.

Category of respondent/participant……..

Signature of participant……..…….Date….……..……

Name……signature of witness……Date……

Appendix 8b: Consent form in Luo

GULU UNIVERSITY: FACULTY OF EUCATION AND HUMANITIES

KARATAC ME YEE GAMO LAPENY KI KA MA ITYE IYE

TIC PA LUNYODO PI MEDO PWONYE KI GANG I KARE MAN ME TWO CORONA I LAMWO DISTRICT

Lakwed;Akello Faith

Gang pwonye; Gulu University

Wii lok mapire tek

Karatac man me yeyoni, tye me tito boti kit ma kwed man obitimme kwede.

Tyen lok pi kwed man

Yub man tye me ngiyo katala pa lunyodo, neno kare ma lunyodo miyo ki lotino i caa me kwan, neno ngec ki diro pa lunyodo kacel ki atematema ma lunyodo wok ki i iye pi nenoni pwonye omede ki gang i kare ma two Corona obalo pwonye woko ki igangi kwan. Kwed man tye pi gangi kwan mogo ma kiyerogi ki i Lamwo District ma tye i kumalo me Uganda.

Gwoko mung

Nying lagam peny pe obibedo i karatac me peny.

Lok mukene

Ka gin mo tye ma pe iniang, ci ipeny Akello Faith i namba cim 0772648990 onyo allsofaith@gmail.com

Tic me dyere

Tic eni obedo tic me dyere ma cul mo keken pe iye dok bene iromo wekone caa mo keken.

Keto cing me dyere

…….. owacca ngo ma tye dok ma mite i kwed man.

Dul pa lagam lapeny……

Cing lagam lapeny……..……

Nying Lakwed……. Cing lakwed…….Nino dwe……

Appendix 9: Letter of Introduction

GULU UNIVERSITY
P.O. BOX 166 GULU
TEL: +256471432922;

OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

May 5, 2023

TO : WHOM IT MAY CONCERN

This is to introduce to you Ms. Akello Faith (Reg No. 19/U/2629/MED/PS) a student pursuing a programme of study leading to an award of Master of Education in Education Management, Master of Gulu University.

She is undertaking research on the Topic:

THE ROLE OF PARENTS IN THE IMPLEMENTATION OF HOM BASED LEARNING UNDER COVID-19 PANDEMIC, A STUDY OF SELECTED PRIMARY SCHOOLS IN LAMWO DISTRICT

Which is in partial fulfilment of the requirements for the award.

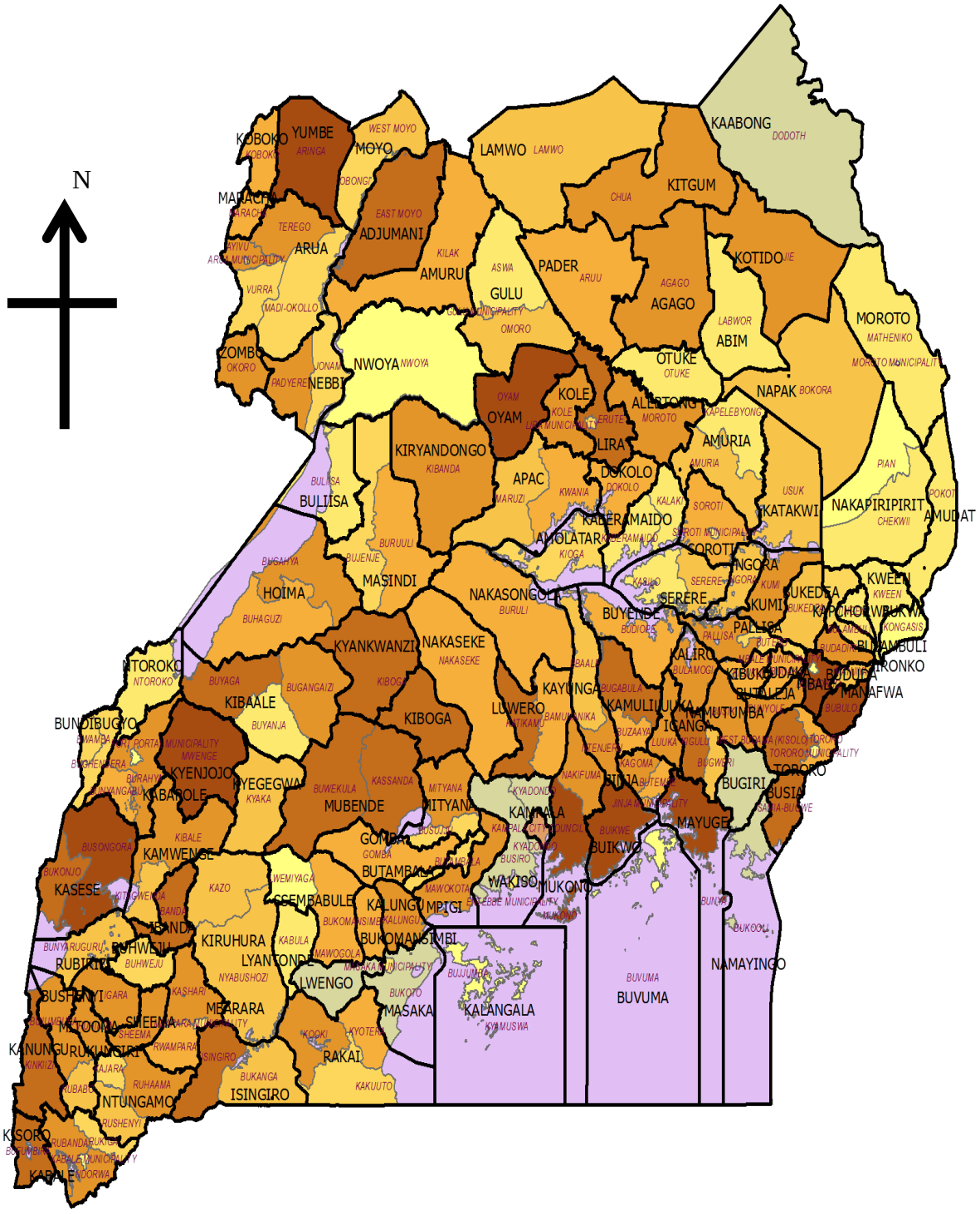
Any assistance rendered to her in relation to this research work will be highly appreciated.

GULU UNIVERSITY
05 MAY 2023
FACULTY OF EDUCATION AND HUMANITIES

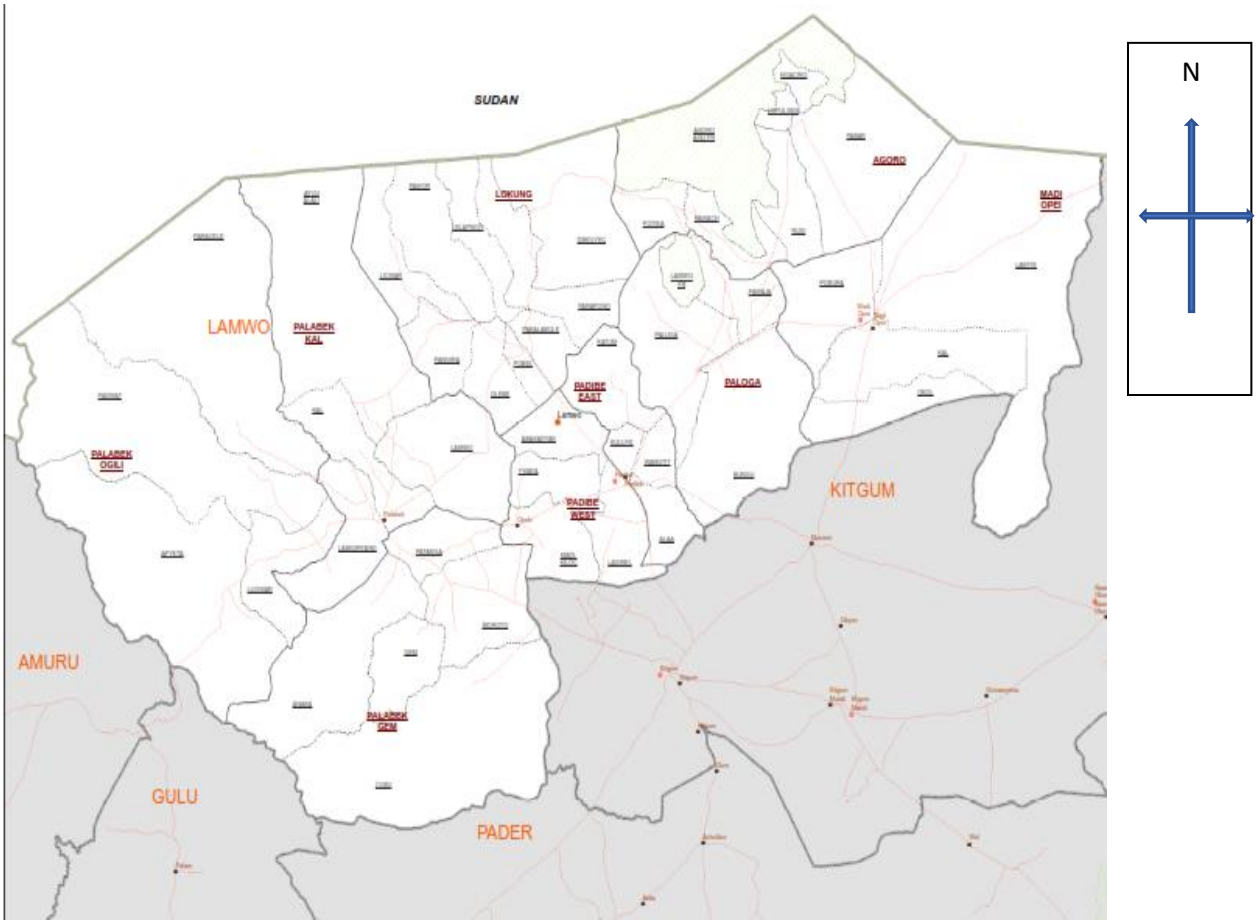
Yours faithfully,

Dr. Denis Thaddeus Ofoyuru
Dean, Faculty of Education and Humanities

Appendix 10: Map of Uganda showing districts



Appendix 11 Map of Lamwo District showing Sub- Counties and primary schools



Appendix 12: R.V Krejcie & D.W. Morgan Table of Sample Size Determination (1970)

N	S	N	S	N	S	N	S	N	S
10	10	10	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Adapted from R.V Krejcie & D.W. Morgan (1970). Sample Size (S) required for the given Population Sizes (N).

Appendix 13: Signed Consent Forms

GULU UNIVERSITY

FACULTY OF EDUCATION AND HUMANITIES

INFORMED CONSENT FORM

THE ROLES OF PARENTS AND IMPLEMENTATION OF HOME-BASED LEARNING UNDER COVID-19 PANDEMIC IN LAMWO DISTRICT

Investigator: Akello Faith Tel.No. 0772648990, email address allsofaith@gmail.com
Institution: Gulu University

Introduction:

This informed consent form explains the study to you. After the explanation, any questions you may have been answered. You have been chosen to participate in the study by giving answers to questions and views according to your observation.

Purpose:

This study is being carried out to assess the roles of parents in implementation of home-based learning, the frequency of direct parental involvement, parent skills and competence, and challenges faced by parents in home-based learning in selected schools in Lamwo District, Northern Uganda.

Confidentiality:

Your identity will not be revealed to any one as we shall only use codes to identify participants. The information obtained will only be accessed by the research team. Confidential information will only be accessed by the principal investigator.

Statement of consent:

AKELLO FAITH ..... has described to me what is going to be done and my rights as a participant in this study. A copy of this form will be provided to me.

Category of respondent participant ..... HEADTEACHER .....

Signature of participant ..... Date 17th May 2024

Name AKELLO FAITH signature of witness ..... Date 17th May 2024

GULU UNIVERSITY

FACULTY OF EDUCATION AND HUMANITIES

INFORMED CONSENT FORM

THE ROLES OF PARENTS AND IMPLEMENTATION OF HOME-BASED LEARNING UNDER COVID-19 PANDEMIC IN LAMWO DISTRICT

Investigator: Akello Faith Tel.No. 0772648990, email address allsofaith@gmail.com

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This informed consent form explains the study to you. After the explanation, any questions you may have been answered. You have been chosen to participate in the study by giving answers to questions and views according to your observation.

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Confidentiality:

Your identity will not be revealed to any one as we shall only use codes to identify participants. The information obtained will only be accessed by the research team. Confidential information will only be accessed by the principal investigator.

Statement of consent:

AKELLO FAITH ..... has described to me what is going to be done and my rights as a participant in this study. A copy of this form will be provided to me.

Category of respondent participant Stakeholder (LC I)

Signature of participant ..... Date 8.5.2024

Name AKELLO FAITH ..... signature of witness ..... Date 8th May 2024

GULU UNIVERSITY

FACULTY OF EUCATION AND HUMANITIES

KARATAC ME YEE GAMO LAPENY KI KA MA ITYE IYE

TIC PA LUNYODO PI MEDO PWONYE KI GANG I KARE MAN ME TWO CORONA I LAMWO DISTRICT

Lakwed; Akello Faith

Gang pwonye; Gulu University

Wii lok mapire tek

Karatac man me yeyoni, tye me tito boti kit ma kwed man obitimme kwede.

Tyen lok pi kwed man

Yub man tye me ngiyo katala pa lunyodo, neno kare ma lunyodo miyo ki lotino i caa me kwan, neno ngec ki diro pa lunyodo kacel ki atematema ma lunyodo wok ki i iye pi nenoni pwonye omede ki gang i kare ma two Corona obalo pwonye woko ki igangi kwan. Kwed man tye pi gangi kwan mogo ma kiyerogi ki i Lamwo District ma tye i kumalo me Uganda.

Gwoko mung

Nying lagam peny pe obibedo i karatac me peny.

Lok mukene

Ka gin mo tye ma pe iniang, ci ipeny Akello Faith i namba cim 0772648990 onyo allsofaith@gmail.com

Tic me dyere

Tic eni obedo tic me dyere ma cul mo keken pe iye dok bene iromo wekone caa mo keken.

Keto cing me dyere

AKELLO FAITH ..... owacca ngo ma tye dok ma mite i kwed man.

Dul pa lagam lapeny..... Lanyodo .....

Cing lagam lapeny..... AC .....

Nying Lakwed. AKELLO FAITH **Cing lakwed**..... Akello .....**Nino dwe**..... 9th May 2024 .....

GULU UNIVERSITY

FACULTY OF EUCATION AND HUMANITIES

KARATAC ME YEE GAMO LAPENY KI KA MA ITYE IYE

TIC PA LUNYODO PI MEDO PWONYE KI GANG I KARE MAN ME TWO CORONA I LAMWO DISTRICT

Lakwed: Akello Faith

Gang pwonye; Gulu University

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Gwoko mung

Nying lagam peny pe obibedo i karatac me peny.

Lok mukene

Ka gin mo tye ma pe iniang, ci ipeny Akello Faith i namba cim 0772648990 onyo allsofaith@gmail.com

Tic me dyere

Tic eni obedo tic me dyere ma cul mo keken pe iye dok bene iromo wekone caa mo keken.

Keto cing me dyere

.....AKELLO FAITH..... owacca ngo ma tye dok ma mite i kwed man.

Dul pa lagam lapeny...STAKE HOLDER (SMC).....

Cing lagam lapeny.....Lucasm.....

Nying Lakwed..AKELLO FAITH..**Cing lakwed**.....**Nino dwe**..7th May 2024

GULU UNIVERSITY

FACULTY OF EDUCATION AND HUMANITIES

INFORMED CONSENT FORM

THE ROLES OF PARENTS AND IMPLEMENTATION OF HOME-BASED LEARNING UNDER COVID-19 PANDEMIC IN LAMWO DISTRICT

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Confidentiality:

Your identity will not be revealed to any one as we shall only use codes to identify participants. The information obtained will only be accessed by the research team. Confidential information will only be accessed by the principal investigator.

Statement of consent:

AKELLO FAITH has described to me what is going to be done and my rights as a participant in this study. A copy of this form will be provided to me.

Category of respondent/participant..... Pupil .....

Signature of participant..... Date... 16th May, 2024

Name AKELLO FAITH signature of witness..... Date.. 16th May, 2024

GULU UNIVERSITY

FACULTY OF EDUCATION AND HUMANITIES

INFORMED CONSENT FORM

THE ROLES OF PARENTS AND IMPLEMENTATION OF HOME-BASED LEARNING UNDER COVID-19 PANDEMIC IN LAMWO DISTRICT

Investigator: Akello Faith Tel.No. 0772648990, email address allsofaith@gmail.com

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Confidentiality:

Your identity will not be revealed to any one as we shall only use codes to identify participants. The information obtained will only be accessed by the research team. Confidential information will only be accessed by the principal investigator.

Statement of consent:

AKELLO FAITH has described to me what is going to be done and my rights as a participant in this study. A copy of this form will be provided to me.

Category of respondent participant Parent

Signature of participant Akello Date 14 : 5 : 2024

Name AKELLO FAITH signature of witness [signature] Date 14th, May, 2024