



The Social- Economic Implications of COVID-19 Pandemic on Parents' Income and Pupils Learning in Iganga District, Uganda

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Abstract: Globally, COVID-19 outbreak had a significant impact on the social-economic implications of parents' income and students' learning. Many school employees lost jobs and students dropped out of school in Uganda as a result of the varied social and economic effects of COVID19. A descriptive design was used to determine the effects of Social- Economic Implications of COVID-19 Pandemic on Parents' income and Pupils learning in Iganga. In-depth interviews were conducted with some selected respondents in 9 sampled primary schools in Iganga District. With the help of teachers, a random sample of 18 pupils was taken from the sampled schools and interviewed. Subsequently with the assistance of local leaders, parents were interviewed in their communities. Content analysis was used to obtain related data to the effects of social economic implications of covid19 pandemic on parent's income and pupil's learning. Government and civil society organization reports were among the materials examined. The findings revealed that there was changing economic situation as a result of COVID19 that affected pupils' access to different learning opportunities such as inadequate resources and knowledge about the use of digital technologies. Some of the socioeconomic challenges that affected pupils' learning and parents' income were inadequate time given to pupils learning and inadequate professional trained teachers to handle online teaching and learning. It is recommended that the government should provide more funding as well as clear, detailed, and consistent guidance to help head teachers and teachers to manage the gaps created by COVID19 on pupils' learning in Primary schools.

Keywords: COVID-19 pandemic, Teaching & learning, Parents' income, Classroom, Economic

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1. Introduction

The economic shock associated with the COVID-19 pandemic is likely to be far greater than anything seen before the pandemic. COVID-19's spread has had a high cost of living, and with public health systems struggling to keep up, these costs will only rise. Government policies aimed at slowing COVID-19 transmission have resulted in massive demand and supply shocks in many countries. This has resulted in significant trade disruptions, commodity price drops, and financial conditions tightening in many countries. These effects have already resulted in significant increases in unemployment and underemployment rates, and they

will continue to jeopardize the survival of many businesses worldwide (Loayza and Pennings, 2020). A quick assessment of livelihoods in Bangladesh revealed that average rural incomes have already dropped by nearly two-thirds, resulting in food insecurity for many families (Rahman and Matin, 2020). According to projections, the pandemic will push an additional 23 million people into poverty in Sub-Saharan Africa (Mahler, et al, 2020). According to the 2019/20 Uganda National Household Survey (UNHS), the share of people in formal employment decreased from 57% before COVID-19 to 47% after. This is consistent with the findings of a recent UNICEF Report poll, which revealed that 30% of sampled parents lost their jobs as a result of COVID-19 in 2021. This has not only affected parents,

but also Pupil's learning in schools. This contributed to the study of the Social-Economic Implications of the COVID-19 Pandemic on Pupils' Learning and Parents' Income in Iganga District, Uganda.

1.1 Statement of the Problem

The outbreak of Corona Virus was declared by the People's Republic of China in December, 2019. According to Anderson (2020), the World Health Organization (WHO) declared the COVID19 pandemic a global emergency in January 2020 (Circular No3, 2020). The global COVID-19 pandemic caused widespread behavioral "shock effects" in many areas of human activity, including education. The impact on pupils is unprecedented: on April 9, 2020, there were over 1,500,000,000 pupils worldwide, from primary who were unable to attend school (UNESCO 2020). To stem the spread of the COVID-19 pandemic, most governments around the world, including Uganda, imposed protective measures, raising fears of a social-economic crisis and recession. These included, among other things, the temporary closure of educational Institutions, a travel ban, business closures, and social distancing. In Uganda, amidst economic challenges, the unforeseen situation of the COVID-19 pandemic is another turn of the screw in the education situation of its school-age population (Brown et al, 2020). This concurs with the FAWE report (2020), that pointed out that the Women and girls were highly affected by the pandemic through engagement in sexual behaviors, women and girls bearing the burden of care giving during the pandemic, engaging in work that exposed them to sexual violence, girls were disadvantaged in terms of time spent doing household chores and learning, and dwindling prospects for continued learning during and after the pandemic.

In Iganga district the strict measures to curb the spread of covid19 caused a number of challenges to both parents income and pupils learning that resulted into limited access to learning opportunities, platforms, and materials, increased risks of early pregnancies and early marriages, though early January 2022, there was a full opening of schools in Uganda, on the side of parents, the COVID 19 pandemic had put a question mark on the normal structure of Parents' income and this affected Pupils learning who failed to report back to school. Therefore, the research was necessary to determine the impact of the Social- Economic Implications of COVID-19 Pandemic on Parents' income and Pupils learning in Iganga District, Uganda.

1.2 Research Questions

The following research questions guided this study:

1. How has unemployment and low social – economic status, as a result of covid19 affected

pupil's learning opportunities in primary schools in Iganga district?

2. What are the socioeconomic challenges that have affected parents' income and pupils' learning as a result of COVID19 in Iganga primary schools?
3. What could be the possible ways of addressing the gaps created by COVID19 on parent's income and pupil's learning in Iganga District in Uganda?

2. Literature Review

This chapter reviews related literature and studies that have already been done and reviewed from local and international books, journals, newspapers, the Church of Uganda's higher education policy, the strategic plan, the internet sources, and research reports. The review of related literature and studies was done in order to research the subject and probe available literature on the findings of other researchers on the similar topic of the study so as to compare with the current findings to enable the policy makers to find solution to the identified gaps. Further still, to collate the reading materials, which have, in one way or another, a close similarity to this study.

2.1 How unemployment and low social –economic status affected pupil's learning opportunities during covid19

Bonal and González's (2020) asserted that COVID-19 compelled schools to modify the learning process and promote distant or online instruction. The COVID-19 prompted majority of learning institutions to convert to distance learning and/or some type of hybrid teaching model (Hanushek, 2020). This disrupted the natural ecosystem of traditional learning environments where students live and study in close proximity, and above all, obtaining digital tools required money that was not adequately available due to the consequences caused by COVID19 for example some parents lost their jobs.

Brewer and Gardiner, (2020), equally discovered that the job status of many workers altered since the outbreak of COVID-19. These changes generally comprised fewer work hours and compensation, as well as job loss, which affected household income levels. According to Brewer, individuals from low-income and lower-middle class households reported the highest rate of employment status change (48.8%), followed by the middle class (28.8%), and upper-middle class and high-income households (21.7%).

Costa Dias, (2020), similarly observed that the emergence of COVID19 affected the economic position of some parents, with unprecedented rising levels of

unemployment resulting in financial hardship for many families.

UNICEF report, (2021) also reported that 90% of the ministries of education had implemented some form of remote learning approaches, including radio, television, or the internet. This was contrary to UNESCO (2020) where 826 million students (50%) kept out of classrooms by the pandemic did not have access to a computer at home, lacked internet access and 56 million lived in areas not covered by mobile networks. Many countries had to quickly find effective solutions and television and radio was proven to be a good alternative in a context where online learning was not possible. In Uganda's situation the Government invested money in television and radio learning during COVID19 lockdown.

Bhamani, et al (2020) noted that during COVID19 students with better learning experiences at home reported lower emotional reactions and lower cognitive responses, such as trouble in concentrating and headaches. Larsen et al., (2021), stated that, in light of these findings, international reports called for increased parental support of children's home school experiences to. This contradicts the findings of Ponce et al., 2021 and Parczewska, 2020, who found that the intensity of school activities during the pandemic affected the well-being of students in their households. As the teaching procedures shifted from classrooms to homes, parents or people in charge may not have had the expertise or time to support demanding school activities and homework. As a result, during the pandemic, the level of pressure on parents to teach their children at home produced friction in the relationship and negatively influenced the well-being of children and adolescents (Fontenelle-Tereshchuk, 2021).

2.2 Socioeconomic challenges that affected pupils' learning and parents' income during COVID19

Inadequate time spent on learning by students during COVID19 because some activities were time consuming, and due to social and economic issues, some parents were unable to purchase all of the necessary equipment to assist their children's online learning. This is in line with the problems mentioned in prior research about distant learning, such as students' unequal access to the required technologies for distance learning, and student technology preparedness (OECD,2020a).

Trevino (2021), noted that there were several studies all over the world demonstrating that radios were the best to be used to assist children study, a recent attempt by Uganda demonstrated that there were still certain loopholes that needed to be filled. According to the most recent Budget Monitoring Accountability Unit (BMAU) report, (2020), Radio Uganda, the official government station, does not reach all districts and some Parents in rural areas of Iganga districts do not have radios.

Hanushek, (2020) noted that, because new and advanced education technology arises on a regular basis, tutors

must be able to know not just how to get the most out of each new tool for themselves, but also how to train their pupils in its use. Furthermore, equipping classrooms with a shiny new technology that neither tutor nor pupil can use is unlikely to improve any child's educational experience, and asking busy tutors to teach themselves to use a new tool can be frustrating and time-consuming.

According to Zancajo (2020) just delivering a room full of students a box of laptops or notebooks will have little benefit if the primary school lacks the network infrastructure required to host them. A solid network infrastructure necessitates fast, high-quality WiFi at elementary school and at home, as well as data privacy and security, access to digital resources, and much more. Designing, constructing, and maintaining a solid network infrastructure requires tremendous attention and consideration, as it is required for the effective and appropriate continuous use of technology in education.

Mahler et al (2020) also argued that many tutors demonstrated a resistance to change and unwillingness to adopt education technology. However, studies have shown that this resistance is not because tutors dislike technology. Rather, it's partly because tutors view learning a new teaching tool as a risky approach for which they're not adequately trained. It's also partly because their primary school administrators do not present a united front by highlighting which specific tools can have positive outcomes for their pupils.

Bathia, 2020; Rajmil et al., 2021; Viner et al. (2021) who notes that the effects on a range of emotional, behavioral, and restlessness/inattention problems, as well as a decrease in life satisfaction, are expected to disproportionately affect disadvantaged students. For example, evidence for children and adolescents aged 3–18 years in Italy and Spain reveals that 85.7% of parents perceived changes in their children's emotional status and behavior, including symptoms such as difficulty concentrating, boredom, irritability, feelings of loneliness, uneasiness, and worries.

FAWE report, (2020) revealed that increased participation of girls and boys in economic activities during COVID19 interrupted school attendance when the schools opened and others by the time schools opened, they had gotten pregnant and the rest opted for early marriage.

3. Methodology

This chapter presents the design of the study, particularly the research design and the methods and techniques that were used to obtain research data. It describes the research design, population, sample size and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures, treatment of data, data analysis procedures, and ethical considerations.

3.1 Research Design

This study used descriptive design which was aimed at describing the impact of the Social- Economic Implications of COVID-19 Pandemic on Parents' income and Pupils learning.

A qualitative method was used because the nature of the study, sought to investigate the impact of the Social-Economic Implications of COVID-19 Pandemic on Parents' income and Pupils learning through the use of an interview schedule.

3.2 Study Population

Iganga district has 105 Government aided Primary schools, of which nine primary schools were sampled for this study. The target population included: 18 pupils, 18 Teachers, 9 Parents, 9 Local leaders and 9 School Management Committees

3.3 Sampling Techniques

The sample size of the study was obtained using purposive and simple random sampling techniques.

3.3.1 Purposive Sampling Technique

In this study, the researcher's judgment was that the chairpersons' schools management committees were purposefully selected because they reside within the communities and it is assumed that they have knowledge about background and the smooth running of the Nine Primary schools.

3.3.2 Simple Random Sampling Technique

In this study, simple random sampling was used to select the 18 pupils, 18 teachers, 9 parents, 9 local leaders and 9 school management committees.

3.4 Qualitative Data Collection

During the qualitative data collection phase, the researcher conducted a guided interview with the selected respondents and documentary analysis.

3.4.1 Interview Guide

The interview guide was used to gather responses from 18 teachers, 9 parents, 9 local leaders and 9 school management committees.

3.4.2 Document Analysis Guide

The document analysis was used specifically to get information from the library, internet, newspapers and reports.

3.5 Qualitative Data Analysis

Qualitative data analysis followed four main steps: translating and transcribing, identification of themes, coding data, and conceptualization of themes (Punch, 2015; Neuman, 2011).

3.5.1 Translating and transcribing

The recorded data was analyzed by playing the recorded version on a multimedia player. The digital sound versions of the interviews were displayed, and the researcher had the power to start and stop by pausing. The recordings of the interview were transcribed verbatim. After transcribing all the interviews, the transcripts were checked against the recordings for a second time.

3.5.2 Identification of Themes

The coded data was sorted into arrays according to the major categories, giving special attention to the research questions. All the chunks of data that had the same labels or closely related labels were categorized.

3.5.3 Coding the data

The information gathered from the interviews and documentary analysis was used to derive these tags. Codes are labels or tags for the assignment of units of meaning and are particularly useful instruments for the purposes of data reduction (Neuman, 2011).

3.5.4 Conceptualization of Themes

The conceptualization of themes was tied together and paved the way for answering the research questions. The basic ideas for conceptualization were inferred from specific instances of the data collected to validate the findings, i.e., determine the credibility of the information and whether it matched reality. Three primary forms were used in the second, qualitative, phase of the study: (1) triangulation—converging different sources of information (interview and observation); (2) member checking—getting feedback from the participants on the accuracy of the identified categories and themes; and (3) providing a rich, detailed description to convey the findings (Neuman, 2011).

3.6 Ethical Consideration

Ethics refers to well-founded moral standards that prescribe what humans should do, usually in terms of

rights, obligations, societal benefits, fairness, or specific virtues (Saunders et al., 2012).

The researcher respected the participants' autonomy and freedom. The researcher did not put participants under pressure, force, frighten, embarrass, offend, harm, or coerce them. The researcher was honest in reporting the research results and informed participants of their rights to withdraw if they felt like doing so.

4. Results and Discussion

This chapter highlights findings from the study, specifically how has unemployment and low social – economic status, as a result of covid19 affected pupil’s

learning opportunities, the socioeconomic challenges that have affected parents' income and pupils' learning as a result of COVID19 and what could be the possible ways of addressing the gaps created by COVID19 on parent’s income and pupil’s learning in Iganga District in Uganda.

4.1 How unemployment and low social –economic status, as a result of covid19 affected pupil’s learning opportunities

The following are the ways how unemployment and low social – economic status of covid19 affected pupil’s learning opportunities:

Table 1: Social economic situation as a result of COVID19 to Pupil’s learning

| No | Social economic status | Remarks |
|----|--|--|
| 1 | Parents being unfamiliar with digital technologies | Inadequate knowledge about the use of digital technologies during lock down |
| 2 | Employment status change | A good number of parents had their employment status changed and some even lost their employment |
| 3 | Parents’ inability to raise school fees for their Children on time | Inability of parents to raise school fees for their children when schools opened. |
| 4 | New education dynamics | A good number adjusted to new education dynamics |
| 5 | Increase in curriculum learning loss | Many children lost opportunities of curriculum coverage due to COVID19 lockdown. |
| 6 | Adoption of alternatives face-to-face teaching and learning | There was adoption of alternatives to face to face learning due to local down caused by COVID19. |
| 7 | Policy changes | Inadequate knowledge by parents and pupils on policy changes as a result of COVID19 |
| 8 | Increasing inequality, | There was increased inequality as a result of COVID19. |

Source: Primary Data from Iganga District (2023)

Table 1 above explains the social economic situation as a result of COVID19 to Pupil’s learning as follows:

The findings revealed that the parents lacked awareness regarding the use of digital technology during lock down. Some schools during lockdown utilised online learning, however owing to a lack of awareness on the part of certain parents about the use of digital technology, it

hampered their learning. This is because some parents were unable to purchase gadgets for their children such as laptops and smart phones. This is consistent with Bonal and González's (2020) assertion that COVID-19 has compelled schools to modify the learning process and promote distant or online instruction. The COVID-19 has prompted majority of learning institutions to convert to distance learning and/or some type of hybrid

teaching model (Hanushek, 2020). This has disrupted the natural ecosystem of traditional learning environments where students live and study in close proximity, and above all, obtaining digital tools required money that was not adequately available due to the consequences caused by COVID19 for example some parents lost their jobs.

Employment status change was reported by more than half of the participants interviewed as a result of COVID19. Some employers reduced working hours and pay, which tended to have a negative financial impact on pupils' learning opportunities during the lock down, and even when the schools reopened, some parents were unable to immediately return their children to school, and some changed schools for their children. This is consistent with the findings of Brewer and Gardiner, (2020), who discovered that the job status of many workers has altered since the outbreak of COVID-19. These changes generally comprised fewer work hours and compensation, as well as job loss, which affected household income levels. According to Brewer, individuals from low-income and lower-middle class households reported the highest rate of employment status change (48.8%), followed by the middle class (28.8%), and upper-middle class and high-income households (21.7%).

Parents' inability to raise school fees for their children on time was reported by some parents when schools reopened after lockdown. This is because some students reported for term one late, while others did not show up because COVID19 had a financial impact on their parents'/guardians' source of income. This is consistent with Costa Dias, (2020), who observed that the emergence of COVID19 affected the economic position of some parents, with unprecedented rising levels of unemployment resulting in financial hardship for many families. Some respondents observed that although while many parents worked from home, they had to care for their children with limited caregiver resources (e.g., grandparents, daycare settings) while also supporting their children's education through home schooling or remote learning given by their schools. This has thrown a number of hurdles at parents of school-age children.

The findings revealed that families adapted to the new educational dynamics, with parents taking a more active role in the school teaching process while, in many cases, working from home. This is concurring with Bonal and González (2020), who stated that due to school closures during the pandemic, parental participation in the educational process of students, has emerged as one of the primary areas of research. This agrees with Bayrakdar, et al. (2020), who identified parental participation as a vital requirement for supporting student learning and well-being. Simultaneously, evidence indicates that the capacity of parents to provide support for schooling is weighted due to inequalities in the distribution of economic, social, and cultural capitals among families, and a recent analysis found that parental education is related to the capacity to provide support,

indicating that parents with higher education can provide more home support to their children (Bayrakdar et al., 2020).

The finding showed that COVID-19 caused increased learning loss among Pupils in rural Primary schools compared to urban schools. Teachers reported that at the start of the term, students were falling behind in their content coverage when compared to where they should be. This is because some pupils missed online instruction via Zoom classes, televisions, and radios. This is in line with UNICEF, (2021) which reported that 90% of the ministries of education have implemented some form of remote learning approaches, including radio, television, or the internet. This is contrary to UNESCO,(2020) where 826 million students (50%) kept out of classrooms by the pandemic did not have access to a computer at home, lack internet access and 56 million live in areas not covered by mobile networks. Many countries had to quickly find effective solutions and television and radio have proven to be a good alternative in a context where online learning is not possible. In Uganda's situation the Government invested money in television and radio learning during COVID19 lockdown.

The findings revealed that the COVID-19 problem has compelled most education institutions to adopt alternatives to face-to-face teaching and learning. Many educational systems transferred activities online to allow instruction to continue even while schools were closed. This concurs with the findings of Bhamani, etal (2020) who noted that students with better learning experiences at home report lower emotional reactions and lower cognitive responses, such as had trouble in concentrating and headaches. Larsen et al., (2021), stated that, in light of these findings, international reports have called for increased parental support of children's home school experiences to. This contradicts the findings of Ponce et al., 2021 and Parczewska, 2020, who found that the intensity of school activities during the pandemic affected the well-being of students in their households. As the teaching procedures shifted from classrooms to homes, parents or people in charge may not have the expertise or time to support demanding school activities and homework. As a result, during the pandemic, the level of pressure on parents to teach their children at home may produce friction in the relationship and negatively influence the well-being of children and adolescents (Fontenelle-Tereshchuk, 2021).

Policy changes and increased inequality are further examples of how the changing economic climate affects students' learning as a result of COVID19. The health policy, which enforced social distancing, the wearing of masks, and the washing of hands or the use of sanitizers, had an impact on parents and students' learning because they had insufficient awareness of the rules, and growing inequality is said to have had an impact on students' learning due to COVID19.

4.2 The socioeconomic challenges that have affected parents' income and pupils' learning as a result of COVID19

The following are the socioeconomic challenges that have affected parents' income and pupils' learning as a result of COVID19:

Table 2: Socioeconomic challenges that have affected pupils' learning and parents' income as a result of COVID19

| No. | Challenge | Remarks |
|-----|---|--|
| 1. | Some are time consuming | Inadequate time given to pupils learning during COVID19 lockdown. |
| 2. | It is expensive to buy some gadgets | Inadequate finances by parents to buy technology gadgets to pupils such as Smart phones and laptops. |
| 3. | Inadequate professional trained teachers to handle pandemic | Inadequate professional training for teachers to handle emergencies during lockdown caused by COVID19. |
| 4. | Lack of electricity for electronics in villages | Inadequate electronics devices in villages and electricity. |
| 5. | Resistance from some stakeholders | There was resistance of some stakeholders to adopt changes caused by COVID19. |
| 6. | Inadequate social support by parents and teachers | Adequate social support was provided but not as expected. |
| 7. | Increased school dropout of girls and boys | Dropout of girls and boys increased due domestic violence arising as result of the breakdown of the normal functioning system during lockdown. |
| 8. | Lack of adequate preparation among teachers and Pupils | Inadequate preparation by teachers and pupils on the use of technological devices. |

Source: Primary Data from Iganga District (2023)

The findings in table 2 revealed the following as the socioeconomic challenges that have affected pupils' learning and parents' income as a result of COVID19:

Inadequate time spent on learning by students during COVID19 because some activities were time consuming, and due to social and economic issues, some parents were unable to purchase all of the necessary equipment to assist their children's online learning. This is in line with the problems mentioned in prior research about distant learning, such as students' unequal access to the required technologies for distance learning, and student technology preparedness (Nicola et.al.2020).

The research revealed that utilizing some electronic gadgets is pricey. For instance, audio podcasts require a learner to purchase a mobile phone or speaker in order to listen to the message. It is thus preferable to only students from stable socioeconomic backgrounds. Another reason they are expensive, according to Trevino (2021), is that, while there are several studies all over the world demonstrating that radios may be used to assist children study, a recent attempt by Uganda demonstrates that there are still certain loopholes that need to be filled. According to the most recent Budget Monitoring Accountability Unit (BMAU) report, Radio Uganda, the official government station, does not reach all districts

and some Parents in rural areas of Iganga districts do not have radios.

Professional training for stakeholders in the utilization of digital technology and innovations is lacking. By extension, not all instructors, administrators, or students understand how to record a podcast, create footage, or use the internet to promote debates. The time for training these stakeholders may or may not be available depending on how high it is prioritized. Other studies support this claim. According to Hanushek, (2020), because new and advanced education technology arises on a regular basis, tutors must be able to know not just how to get the most out of each new tool for themselves, but also how to train their pupils in its use. Furthermore, equipping classrooms with a shiny new technology that neither tutor nor pupil can use is unlikely to improve any child's educational experience, and asking busy tutors to teach themselves to use a new tool can be frustrating and time-consuming.

In remote locations, there is also the major problem of not having electricity to utilize on electrical equipment such as phones, woofers, and laptops. This is also reflected in data about internet crackdowns, as 82% of respondents reported extremely substantial challenges to this effect. According to Zancajo (2020) just delivering a room full of students a box of laptops or notebooks will

have little benefit if the primary school lacks the network infrastructure required to host them. A solid network infrastructure necessitates fast, high-quality WiFi at elementary school and at home, as well as data privacy and security, access to digital resources, and much more. Designing, constructing, and maintaining a solid network infrastructure requires tremendous attention and consideration, as it is required for the effective and appropriate continuous use of technology in education.

There was resistance from some stakeholders in the use of digital technology and innovation to transform education in Iganga District. This in line with the findings of Mahler et al (2020) who argues that many tutors have demonstrated a resistance to change and unwillingness to adopt education technology. However, studies have shown that this resistance is not because tutors dislike technology. Rather, it's partly because tutors view learning a new teaching tool as a risky approach for which they're not adequately trained. It's also partly because their primary school administrators do not present a united front by highlighting which specific tools can have positive outcomes for their pupils.

The findings show that there was inadequate social support by parents and teachers as a result of COVID19 that contributed to the changes in pupils' learning emotional status and behavior. This is in line with Bathia, 2020; Rajmil et al., 2021; Viner et al. (2021) who noted that the effects on a range of emotional, behavioral, and restlessness/inattention problems, as well as a decrease in life satisfaction, which are expected to disproportionately affect disadvantaged students. For example, evidence for children and adolescents aged 3–18 years in Italy and Spain states that 85.7% of parents perceived changes in their children's emotional status and behavior, including symptoms such as difficulty concentrating, boredom, irritability, feelings of loneliness, uneasiness, and worries. This concurs with Bathia, (2020), moreover, data from Oslo (Norway) has identified a significant decline in life satisfaction among boys and girls during the restriction period and in Canada more than half of the children 9–15 years surveyed presented changes that contribute to a lower level of their well-being (Mitra et al., 2021).

The finding showed that there was an increased school dropout of girls and boys due to prolonged lock down. This was common to Girls who worked in jobs that exposed them to sexual violence. This is in line with the FAWE report (2020) who reported increased participation of girls and boys in economic activities during COVID19 interrupted school attendance when the schools opened and others by the time schools opened, they had gotten pregnant and the rest opted for early marriage.

The findings proved that there was lack of adequate preparation among teachers and Pupils for the unique demands that online teaching and learning pose. Considering the alternative of no schooling, online

schooling has been an important tool to sustain skills development during school closures. That being said, there are still concerns that online learning may have been a sub-optimal substitute for face-to-face instruction, especially so in the absence of universal access to infrastructure (hardware and software)

4.3 The different possible ways of addressing the gaps created by COVID19 on pupil's learning and parent's income

Head teachers and teachers would recommend the government to provide more funding as well as clear, detailed, and consistent guidance to help them manage the gaps created by COVID19 on pupils' learning in Primary schools.

The government must collaborate with school leaders and ICT providers to determine how to address the challenges posed by an increase in ICT applications combined with a decrease in school training places.

The government should organize frequent refresher courses and workshops to help teacher's master pedagogical approaches while teaching using technological devices.

Schools sought for more government assistance to prepare for remote learning during a local lockdown. This was not the case; teachers used their own laptops, smart phones, and MBs to continue teaching during the lockdown.

There is an urgent need for additional ICT equipment to ensure that all schools can effectively communicate with students, staff, and parents.

5. Conclusion and Recommendations

This section gives an overview of the study as guided by the research questions. It presents the Conclusions of the findings and the recommendations as per findings.

5.1 Conclusion

In conclusion, there was changing economic situation as a result of COVID19 that affected pupils' access to different learning opportunities such as; Inadequate knowledge about the use of digital technologies, a good number of parents had their employment status changed and some even lost their employment. Some of the socioeconomic challenges that affected pupils' learning and parents' income were inadequate time given to pupils learning, inadequate professional trained teachers to handle pandemic. It is recommended that the government

to provide more funding as well as clear, detailed, and consistent guidance to help headteachers and teachers to manage the gaps created by COVID19 on pupils' learning in Primary schools. While parenting guidelines exist, they must be tailored to the current situation, with an emphasis on the roles of parents during such pandemics, including the nature of information to be given to both genders.

5.2 Recommendations

From the findings, the following recommendations are suggested:

1. The government should keep its promise to support private and even government-aided schools in order to enable post-COVID19 openings.
2. Many businesses collapsed. Civil Society Organizations (CSOs) should advocate for economic relief packages to assist parents whose businesses were affected by COVID19.
3. Increased access to ICT use. The Government should regulate internet use to protect pupils from cases of online abuse.
4. Loss of learning time: Adoption of online learning and effective monitoring would be required to reduce learning losses caused by COVID-19 and to address the learning crisis.
5. Redundancy of pupils at home. Governments should conduct ongoing reviews of lockdown regulations and provision of psychosocial support to pupils by both teachers and parents.
6. Low adoption to new technologies; Positive mindset change towards adoption of new technologies for learning, self-regulation and intrinsic motivation at school.
7. Inadequate information on emergencies; Education systems should strengthen engagements supporting effective practices between schools and parents for improved information flow and guidance to parents on their children's learning.

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