

**THE RELATIONSHIP BETWEEN SOCIAL WORK HOME VISITATIONS AND
THE WELLBEING OF CHILDREN: A CASE STUDY OF KASAKA CHILD
DEVELOPMENT CENTRE IN GOMBA DISTRICT**

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**UGANDA CHRISTIAN
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DECLARATION

I, Kyarisiima Caroline, declare that, this research report has been done by me and any assistance I received in its preparation is fully acknowledged. I also certify that this work has not been submitted to any university or institution for any academic award.

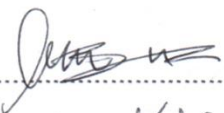
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APPROVAL

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DEDICATION

This study is dedicated to my dear sponsors from compassion international, Director Mrs. Ekyarisiima Loyce and my guardians.

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I thank the Almighty God, for the gift of life, the blessings and guidance received from Him in daily life.

I extend great thanks to Uganda Christian University administration and school of social sciences for the opportunity given to me to be exposed to the field formation and the knowledge given to us in lecture rooms.

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TABLE OF CONTENTS

Table of Contents	
DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
ABSTRACT.....	viii
CHAPTER ONE	1
1.0 Introduction.....	1
1.3 Purpose of the Study	4
1.4 Research Objectives.....	4
1.5 Research Questions.....	4
1.6 Scope of the Study	4
1.6.1 Content Scope	4
1.6.2 Geographical Scope	5
1.6.3 Time Scope	5
1.7 Justification of the Study	5
1.8 Significance of the Study	6
1.9 Theoretical Framework.....	6
CHAPTER TWO	9
LITERATURE REVIEW	9
2.0 Introduction.....	9
2.1 Learning Experiences of Social Work Students during Home Visitations.....	9
2.2 To assess how fieldwork experiences on home visitations contribute to the development of professional competences among social workers	10
2.3 To explore challenges faced during home visitations and how they affect learning	12

CHAPTER THREE	14
RESEARCH METHODOLOGY.....	14
3.0 Introduction.....	14
3.1 Research Design.....	14
3.2 Research Area	15
3.3 Detailed Case Study.....	15
3.4 Case Study Narrative from Kasaka Child Development Center.....	16
3.5 Data Collection Instruments	17
3.6 Data Collection Procedure	18
3.7 Content Analysis	19
3.8 Ethical Considerations	20
CHAPTER FOUR.....	21
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	21
4.0 Introduction.....	21
4.1 Learning Experiences of Social Work Students During Home Visitations	21
4.1.1 Experiential Learning Through Direct Engagement with Families	21
4.1.2 Development of Reflective Practice	22
4.1.3 Exposure to Cultural and Community Contexts	22
4.1.4 Understanding of Social Work Processes and Documentation.....	23
4.2 Contribution of Home Visitations to Development of Professional Competences	23
4.2.1 Communication and Interpersonal Skills.....	23
4.2.2 Assessment and Analytical Skills	24
4.2.3 Problem-Solving and Intervention Planning Skills.....	24
4.2.4 Emotional Resilience and Professional Identity Development.....	24
4.2.5 Ethical Awareness and Professional Conduct.....	25
4.3 Challenges Faced During Home Visitations and Their Effects on Learning.....	25
4.3.1 Caregiver Resistance and Limited Cooperation	25

4.3.2 Transport Difficulties and Accessibility Constraints	25
4.3.3 Emotional Stress from Exposure to Poverty and Vulnerability	26
4.3.4 Resource Limitations within the Organization	26
4.4 Relationship Between Home Visitations and Children’s Wellbeing	26
4.5 Summary of Findings.....	27
CHAPTER FIVE	28
DISCUSSION OF THE FINDINGS	28
5.0 Introduction.....	28
5.1 Summary of Key Findings	28
5.1.1 Learning Experiences during Home Visitations	28
5.1.2 Contribution to Development of Professional Competences.....	29
5.1.3 Challenges Encountered During Home Visitations	29
5.1.4 Relationship Between Home Visitations and Children’s Wellbeing.....	29
CHAPTER SIX	31
CONCLUSION AND RECOMMENDATION.....	31
6.0 Introduction.....	31
6.1 Conclusions.....	31
6.2 Recommendations.....	31
6.2.1 Recommendations to Kasaka Child Development Center.....	31
6.2.2 Recommendations to Social Work Training Institutions	32
6.2.3 Recommendations to Policy Makers	32
6.2.4 Recommendations to Social Work Students.....	32
6.3 Contribution of the Study.....	33
6.4 Areas for Further Research	33
6.5 Final Conclusion	33
REFERENCES	34

ABSTRACT

This study examined the relationship between social work home visitations and the well-being of children, with a focus on Kasaka Child Development Centre in Gomba District, Uganda. The study was guided by three objectives: to explore the learning experiences of social work students during home visitations, to assess how fieldwork contributes to the development of professional competences, and to examine challenges faced during home visits and their effect on learning. A qualitative case study design was adopted, using documentary analysis as the main data collection method. Data were obtained from home visitation reports, field journals, monitoring forms, and institutional records collected during the internship period. The data were analyzed using qualitative content analysis guided by Ecological Systems Theory. Findings revealed that home visitations provide rich experiential learning opportunities for social work students, enhancing skills such as communication, assessment, problem-solving, and ethical practice. The study also found that home visits positively contribute to children's well-being through improved school attendance, better hygiene practices, and increased caregiver awareness. However, challenges such as caregiver resistance, transport constraints, emotional stress, and limited resources affected both learning and service delivery. The study concluded that home visitations are a vital tool in both social work training and child welfare interventions. It recommends strengthening monitoring frameworks, improving fieldwork supervision, and increasing institutional support for community-based interventions.

CHAPTER ONE

1.0 Introduction

This study investigated the relationship between social work home visitations and the well-being of children, with particular focus on Kasaka Child Development Center in Gomba District. The well-being of children remains a critical concern in social work practice, especially in developing countries where challenges such as poverty, neglect, abuse, and limited access to basic social services continue to affect children's holistic development.

1.1 Background to the Study

This research is consistent with competence four of social work competences which focuses on the aspect of practice and research. Competence four focuses on the importance of social work practices being informed by research and also the importance of applying results from research to improve social work practice. My experience at Kasaka Child Development Center (CDC) in the second fieldwork placement was with the objective of providing students with fieldwork education and social work competences needed for professional practice. Fieldwork education is important in social work training as it enables students to apply theoretical knowledge gained in classrooms to actual practice (Ferns, 2012). Through fieldwork placements social work students acquire skills like communicating with clients, assessing family situations, counseling, implementing interventions and documenting results among others.

The activities performed during fieldwork experience included social work home visitation, school visitation, counseling services and participation in community work. These are activities that helped the students become conversant with real-life social issues facing children and families while equipping themselves with the necessary skills for addressing these issues effectively (Ferns, 2012). Home visitation is a major professional activity performed by social workers through which they can examine family environment, living situations of children and offer advice to guardians.

Through home visits, social workers can be able to evaluate and comprehend the social, economic and psychological status of children at home. Social work practice through this activity makes it possible for social workers to develop interventions that will ensure the welfare of children is met.

Many Ugandan children still face problems like poverty, school absenteeism, malnutrition, neglect, and lack of parent-child support. To that effect, social work home visits have been employed by various community organizations like the Kasaka Child Development Center to ensure that children's needs are well met and their parents receive assistance in coping with these problems.

Under the fieldwork placement practice approach, social work students are involved in these home visits under the guidance of experienced social work professionals. Through this approach, students can acquire some of the professional skills needed in assessment, communication, problem solving, and intervention planning. Nevertheless, though the home visits are an important learning approach to social work students, very little has been written about how they contribute to enhancing students' competences in order to benefit both practice interventions and children's welfare (Tufford et al., n.d.).

Child welfare continues to be an important topic of discussion within social work research since children are regarded as a disadvantaged group, the healthy development of which guarantees the stability of the family, community, and country in the future. According to social work researchers, the state of well-being of children is characterized by such aspects as the emotional balance of children, good physical condition, access to education, being protected, and having positive interactions with other members of society (Tufford et al., n.d.).

The promotion of child protection and family strengthening is considered a significant priority within the Ministry of Gender, Labour and Social Development. In its official documents, the ministry emphasizes that interventions that take place within families and communities continue to be the primary ways of increasing child welfare (Ministry of Gender, Labour and Social Development, 2021). At the same time, the Third National Development Plan of the National Planning Authority for 2020/21- 2024/25 also indicates the importance of strengthening the resilience of households and social protection systems (National Planning Authority, 2020).

In social work practice, home visitation is viewed as an intervention approach involving social workers who make visits to the families at their homes to evaluate living situations, offer psychosocial counseling, build parental skills, and evaluate the safety and well-being of children. Through social work home visitation, social workers have the opportunity to see the living environment of the children, determine risk and protective factors, and come up with relevant interventions.

According to (Map, 2022), many Ugandan children still live under difficult circumstances such as poverty, absenteeism from schools, domestic abuse, malnutrition, and psychological problems. These challenges may emanate from the living situation at the household level. Social work research recognizes home visitation as an intervention strategy aimed at promoting positive family performance and enhancing children's wellbeing emotionally and academically.

The Kasaka Child Development Center adopts the use of social work home visits for monitoring purposes. Notwithstanding that home visits have been practiced consistently; the extent of evidence provided by social work research on the impacts of the visits on the well-being of children has not been adequately documented.

This project draws direct inspiration from the observation I made during my internship at the Kasaka Child Development Center. By reviewing documentation on home visits, field journals, and activity reports, it emerged that social workers conducted home visits and dealt with the challenges they encountered. Nonetheless, it was difficult to find qualitative evidence within the organization on the extent to which the home visits impacted the well-being of the children, emotionally, physically, and academically.

1.2 Problem Statement

Home visits made by social work professionals constitute one of the primary interventions carried out at Kasaka CDC (Azzi-lessing, 2011). In the rural setting of Gomba District, this particular type of visits is meant to tackle a range of dangers to children that include poverty, poor nutrition, and low school attendance rates (Tufford et al., n.d.). Nevertheless, even though social work professionals keep conducting these types of interventions on an ongoing basis, there is still little evidence about the actual impact that they make on improving the emotional, physical, and academic well-being of children (Mugumbya, 2021).

At the same time, many social work professionals who conduct such interventions face numerous practical problems ranging from reluctance of caregivers, operational difficulties, and excessive cases that prevent effective implementation of such intervention (Cleak & Wilson, 2022). Moreover, at the moment, there is no framework that would help assess what impact the process has on building child resilience as well as the influence of practitioners' challenges on the outcomes of the intervention (Bogo, 2018).

If there is no clarity regarding the link between home visits and positive outcomes for children, then the center runs the risk of adopting a "process-oriented" approach, which simply means conducting the home visits, instead of an "outcome-oriented" approach, which

ensures that the home visits make a difference in the child's life. Moreover, due to the absence of learning from such visits, it becomes challenging for institutions that train students, such as the Uganda Christian University, to develop strategies for managing fieldwork practices (Doel, 2019).

1.3 Purpose of the Study

The research investigated the connection between social work visits and the health of children at the Kasaka Child Development Center along with the professional growth that one can experience during this activity (Hepworth et al., 2022).

1.4 Research Objectives

- i. To examine the learning experiences of a social work student during home visitations at Kasaka CDC
- ii. To assess how fieldwork experiences on home visitations contribute to development of professional competences
- iii. To explore challenges faced during home visitations and how they affect learning.

1.5 Research Questions

- i. What learning experiences do social work students gain during home visitations at Kasaka CDC?
- ii. How do fieldwork experiences on home visitations contribute to development of professional competences?
- iii. What challenges do students face during home visitations and how do they affect learning?

1.6 Scope of the Study

The scope of this study defines the boundaries within which the research is conducted, focusing on the following three dimensions

1.6.1 Content Scope

This study addresses the professional dynamic that exists between social work visitation services and the multidimensional well-being of children (social, physical, and intellectual). The research takes into account the learning experience of the intern in a practical setting where professional social worker skills may be gained through overcoming difficulties such as the resistance of care givers and practical obstacles. Additionally, it seeks to identify

methods to improve the process of fieldwork education and supervision for future social workers.

1.6.2 Geographical Scope

The study will be done at Kasaka Child Development Centre (CDC), found within the district of Gomba, in Uganda. Data gathering and professional observation will only take place among the rural communities that are served by the Center, where the beneficiary children and their care-givers live.

1.6.3 Time Scope

The data collection of this study is done within the time frame during which the researcher undertook fieldwork internship, from January to March 2026. This research is based on the first-hand experiences as well as second-hand documents that were collected during this particular period.

1.7 Justification of the Study

Although social work home visitation is widely practiced in Uganda, there is limited documented evidence on its effectiveness in improving the well-being of children, especially in rural settings like Gomba District. This study therefore contributes to filling this gap by providing empirical insights into how home visits influence children's emotional, physical, and educational well-being.

The study is important in strengthening fieldwork education in social work. Uganda Christian University emphasizes practical training, yet there is limited research documenting how fieldwork activities such as home visits contribute to students' professional development. This study provides evidence that can be used to improve training approaches and supervision models.

The study is relevant to community-based organizations such as Kasaka Child Development Centre. By evaluating the outcomes of home visitation programs, the organization can improve its intervention strategies, enhance accountability, and justify resource allocation.

The study contributes to national development goals related to child protection and social welfare. By demonstrating the role of community-level interventions, the research supports

policy frameworks such as the National Child Policy (2021) and the National Development Plan III, which emphasize strengthening family-based care systems.

1.8 Significance of the Study

Useful for Social Work Interns: It acts as a guide to show students that the challenges that they face during field work such as challenging care-givers are not simply challenges; they are learning opportunities that are vital for building their resilience and competence.

The research gives the organization a clear structure based on which the success of their model of home visits can be documented and used to measure their effect on the well-being of children. In addition, the findings of the study can be used by the organization to justify additional resources and training for staff members.

It gives an academic contribution regarding the theory-to-practice gap. Through identifying what the students encounter at the field level, in terms of challenges in Gomba, the university is able to improve its teaching methods and give its social work interns adequate training for community work.

The study shows how community-level monitoring leads to national level benefits. This is shown through the way in which home-based intervention is seen to contribute to achieving the National Child Policy (2021).

1.9 Theoretical Framework

The current study employs the Ecological Systems Theory which was put forward by Urie Bronfenbrenner. This theory argues that child development takes place within various environments that include family, school, and community environments among others. All these environments interact with one another to affect the well-being and development of the child.

As for the application of the theory in social work practice, it is vital because this model enables social workers to be aware of how different elements in the environment affect the child. For instance, factors like family relations, socio-economic status, educational institutions, and social service systems affect child development.

During home visits, social workers get to evaluate different environmental factors through direct observation of the child's environment and interaction with caregivers. Thus, the theoretical model is a suitable guide on how different home visits might impact children's well-being.

INDEPENDENT VARIABLE

(social work home visitation)

- Frequency of visits
- Assessment of families
- Counseling & guidance
- Monitoring child progress

DEPENDENT VARIABLE

(Children's Well-being)

- Emotional well-being
- Physical well-being
- Educational

INTERVENING VARIABLES

- Caregiver cooperation
- Availability of resources
- Transport & accessibility
- Organizational support

Source: Researcher's conceptualization based on Bronfenbrenner (1979) and Hepworth et al. (2022)

Explanation of the Conceptual Framework

The conceptual framework illustrates the relationship between social work home visitations and the well-being of children.

Social work home visitations are considered the independent variable because they represent the primary intervention carried out by social workers. These include activities such as assessing family conditions, providing counselling, monitoring child progress, and engaging caregivers.

Children's well-being is the dependent variable, which is measured through emotional stability, physical health, and school attendance. The study assumes that effective home visits lead to improved outcomes in these areas.

However, this relationship is influenced by intervening variables such as caregiver cooperation, availability of resources, transport challenges, and institutional support. These factors can either strengthen or weaken the effectiveness of home visitations.

Additionally, the framework introduces a moderating variable, which is the professional competence of the social work student. As students gain skills and experience through fieldwork, the quality of home visitations improves, thereby enhancing outcomes for children.

Overall, the framework shows that while home visitations are important, their success depends on multiple contextual and professional factors.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter gives a brief review of social work home visitation literature as well as explains the contribution made by such practices to improve welfare of the children involved. It also identifies competencies developed by social work students as a result of practicing home visitations in fieldwork settings. Social work literature review allows the researcher to explore the present state of knowledge as well as the way in which the professionals deal with a certain social issue. As stated by Morgan and Gilbert, "literature review provides an understanding of how the previous scholars approached the subject, including any weaknesses in current practice and knowledge." The chapter is structured based on the research objectives that entail examining learning experiences of a social worker while practicing home visits at Kasaka CDC, exploring the ways in which fieldwork experience helps the student to develop professional competencies, identifying problems with home visitations.

2.1 Learning Experiences of Social Work Students during Home Visitations

Home visits are among the major means through which social work students can engage in experiential learning through their fieldwork practice placements. Field placement is one of the crucial aspects of the training for social work students since it facilitates the application of classroom learning in real life. Fieldwork is defined in the Fieldwork Handbook of the Uganda Christian University School of Social Sciences et al., (2022) as an opportunity for students to acquire practical knowledge in social work by engaging with clients.

While visiting homes, the social work students come into contact with the actual family settings where they get to see and communicate with the children and their caregivers. They obtain a lot of practical knowledge on the social issues like poverty, neglect, absenteeism from schools, etc. Thompson-grubham, (2014) asserts that students learn more effectively in social work when involved in the assessment and intervention processes.

Students can get to learn through the observations of how social work professionals carry out their assessment and interaction with families through home visitation programs. By observing and participating, they are taught how to obtain information about the family's composition, financial status, and other social relations affecting children's health. As

mentioned by Ministers, (n.d.), through observation and participation, students acquire more understanding of the client's situation.

Another benefit of home visitation is that it exposes the students to a variety of social and cultural environment. Practice of social work in Uganda requires social workers to interact with families of different cultures and who have distinct views on certain issues. According to Twinomugisha et al., (2022), community exposure enables students to understand the effects of culture on parenting and child development.

Learning can be achieved by observing the activities carried out by social workers when assessing and interacting with families during home visits. Through observation and involvement in the process, students will be trained on how to gather information regarding the composition of the family, economic state, and other social factors influencing the wellbeing of children. As stated by Ministers, (n.d.), through observation and involvement, the students gain additional knowledge regarding the case.

Additionally, one advantage of home visits is that the students can get exposed to different social and cultural backgrounds. Social work practice in Uganda demands social workers to engage with families from diverse cultural backgrounds with varying beliefs on some topics. As noted by Twinomugisha et al., (2022), exposure to the community assists students to comprehend the impact of culture on parenting and child development.

2.2 To assess how fieldwork experiences on home visitations contribute to the development of professional competences among social workers

Fieldwork is a critical element of social work education, offering the learners practical experience through which professional competencies are developed. One of the crucial elements in fieldwork in relation to social work practice is home visitation. The latter is known to make significant contributions towards building up knowledge, skills, values, and attitudes necessary for competent practice, especially with vulnerable families and children.

According to literature, home visitations provide exposure to the environment within which the client lives, making it easier for social workers to acquire certain skills in assessing and intervening in their problems. As stated by Azzi-Lessing and Schmidt et al. (2019), during home visitations, social workers are faced with challenging situations such as child abuse and poverty. Through home visitations, social workers learn how to solve various problems, become more empathic, and culturally competent.

Likewise, Schmidt and Tanga et al., (2024) suggest that successful home visitation necessitates a set of skills, which includes not only communication skills but also ethical decision making and collaborative capabilities with families and communities. The scholars stress that home visitation programmes make social workers competent, as they get exposed to various aspects related to protecting children and families.

Practicum is an important factor in shaping the professional identity of a social worker. According to the study conducted by the Children and Youth Services Review, home visiting programmes help social workers become more confident in their professional roles because of supervision, training, and practical experience gained in such programs (Roggman et al., 2019).

Home visits enhance interpersonal skills as well as effective communication, which is an important aspect in building rapport with the client. In fact, Cibralic et al., (2025) conducted a systematic review on the effect of home visiting interventions, and found out that such interventions lead to increased caregiver engagement and good parenting behaviors. Such interventions are likely to increase the competency level in relational and counseling practices among social workers.

Home visitation enhances experiential learning, which is an important element in social work education. For instance, according to West et al., (2025) community engagement through home visiting programs allows practitioners to be part of the assessment and evaluation process.

There is also theoretical evidence that proves the importance of home visits in developing competencies. Home visits are based on such theoretical concepts as the ecological systems theory, the attachment theory, and self-efficacy theory, all of which are used by social workers when considering a child's development from the family and community perspective (MDPI, 2023). Fieldwork can teach students how to employ theoretical knowledge in practice.

Furthermore, a home visit intervention can improve the professional competencies of the social worker, including the identification of risk factors, intervention planning, and the evaluation process. In particular, De Wit et al. (2023) explain how home visits involve the identification of various risk factors, such as parental stress, child maltreatment, and trauma, among others, as well as intervention implementation.

Visiting homes also encourages social workers to engage in reflective practice, a component that is critical in professional competence among social workers. By continually engaging with the families, social workers evaluate their behavior, beliefs, and ethics. Reflection helps to improve the decision-making abilities of social workers. As evidenced by recent research studies on interventions among social workers, learning through experience and cooperation with other stakeholders help practitioners conduct themselves professionally in order to provide appropriate interventions (Duncan et al., 2024).

In the African setting, especially Uganda, home visits are critical in ensuring that social workers have an understanding of the socio-economic struggles that children go through and hence be able to act accordingly using their professional values and knowledge.

While the current literature shows the significant role of home visits in developing competence, there is very little contextual literature that deals with how such activities develop competence among social work students, especially in a Ugandan context like Kasaka CDC. This study attempts to bridge this gap by investigating the extent to which fieldwork home visits help develop professional competence among social workers and subsequently impact child welfare.

2.3 To explore challenges faced during home visitations and how they affect learning

In my internship period in Kasaka CDC, home visits played a crucial role in what I was involved in. Despite the fact that home visits played an essential role in gaining information regarding the life circumstances of children and their families, there were a number of challenges that impacted my learning experience. Below are some of the challenges that I faced personally:

Resistance and Limited Cooperation from Some Families, during some of the home visits, I experienced resistance from caregivers and the families themselves. In some cases, the parents were reluctant to give us any information, particularly when it came to topics like child neglect, family conflicts, and poverty. For some of them, we seemed to be a threat; for others, it was simply awkward to answer questions regarding their lives. There is a particular case that stands out from the rest – one of the caregivers answered all my questions briefly and refused to look into my eyes. As a result, I was unable to make an accurate assessment of the child's well-being. This experience influenced my learning negatively because I failed to put into practice my knowledge of professional communication. It frustrated me because I could not gather enough information to make a professional evaluation. Nevertheless, by visiting the families repeatedly and following the advice of my tutor, I learned how to

approach them in a more respectful manner. By asking questions in clear language, showing empathy, and guaranteeing confidentiality, I managed to overcome this problem.

Long Transport Distance and Remote Locations of Some Beneficiaries' Houses, the next issue that I struggled with was the problem of transport issues and remoteness of some people's homes. Many residents of the organization Kasaka CDC inhabit remote locations where access to the roads is very difficult, particularly if the weather conditions are poor. There were times when I had to walk for a while to reach a particular location because of transport difficulties or due to the remoteness of a particular house. As a consequence, by the time I arrived at the place for the visit, I already felt exhausted. This had an impact on my ability to concentrate and interact with people properly. Moreover, due to limited time and energy, I did not manage to conduct the planned number of visits. The issue affected my learning process negatively as it reduced my chances to practice and observe various cases.

Emotional Stress Arising out of Hardship during Visitation In the process of carrying out the visits to some of the families, I have experienced situations that were very stressful and emotional. Some of the families were living under extreme poverty, and the needs of the children such as food, good clothes, and adequate housing were not met. In other cases, there was evidence of neglect among the families I visited, and this was disturbing. The most disturbing experience was when I visited one of the families whose children were visibly malnourished, and living standards were low. This made me feel emotionally touched such that after the visit, I could not stop thinking about the situation in the family. There were instances when I could not do much since the needs of the families required immediate attention. (Bunghala, 2025). This type of emotional stress had an effect on my learning because it was hard for me to think objectively. However, I managed to overcome this problem over time.

This encounter not only boosted my emotional strength but also enabled me to understand more about the life conditions of vulnerable kids and their parents. These difficulties have impacted my learning both negatively and positively. For instance, while they hindered my performance in some areas, made me lack self-confidence at some points, and limited me in doing some activities, they also presented me with actual learning opportunities through which I was able to develop my professional skills such as communication, emotional intelligence, resilience, and problem solving.

Such encounters will make me better placed to cope with the same circumstances in the future.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The research methodology utilized for this study on the impact of social work home visitations on the wellbeing of the children at Kasaka Child Development Center will be provided in this chapter. According to Healy et al. (2022), the methodology in social work research is the means through which the researcher will collect, organize, and analyze data in a way that produces credible results rooted in the practice of social work. Since this study will be conducted on the basis of internships at the center, the chosen methodology will be based on social work practice.

According to Gould et al. (2022), social work research requires contextualized investigation, especially where interventions affect vulnerable communities. This study will investigate the methods of conducting social work home visits at the institution, as well as some of the challenges that social workers face while visiting homes and how this affects the welfare of the children.

3.1 Research Design

This study uses a qualitative case study research methodology. According to Hepworth, Rooney, and Rooney (2022), in social work research, a qualitative case study research design is appropriate if the researcher is interested in exploring the process, experience, or dynamics associated with an institution or a particular program. Thus, the case study research design can be used to conduct an in-depth investigation of social work home visitation practices at Kasaka Child Development Centre using only one unit of analysis.

Qualitative research design is more appropriate for this study since the subject under consideration does not concern numerical data. Instead, it involves studying the association between social work home visits and the wellbeing of children in their own families. Indeed, social work theory acknowledges that child wellbeing is determined by many factors beyond quantifiable statistics. Healy (2022) explains that the wellbeing of a child may be affected by socioeconomic factors and interpersonal relationships that are not necessarily measurable statistically.

With the use of the case study method, there will be an opportunity for the researcher to apply theories into practice in the realm of social work. Through this design, there will be a chance to investigate how the theories of social work get applied in terms of home visits.

3.2 Research Area

The study will be undertaken at Kasaka Child Development Center operating in Gomba District of Uganda. Kasaka CDC is a community organization executing child-oriented interventions through social work with the goal of ensuring welfare among vulnerable children and building up strong family systems. The organization serves rural communities defined by subsistent farming, low household incomes, and differential access to educational opportunities and health services.

The research area has been identified considering that the researcher has interned at the Center and taken part in social work home visits of children at the Center. Social work home visits are done in neighboring villages occupied by sponsored children living with their parents. Rural areas have unique characteristics that pose various challenges in social work practice.

In this respect, social work home visits play an important role in social work practice as a profession. Social work home visits ensure effective monitoring of child well-being while increasing the capacity of caregivers. As such, social work interventions in a rural area like Gomba District are very essential. Conducting the social work research at the actual place of internship strengthens social work research.

3.3 Detailed Case Study

According to Yin (2018), a case study in qualitative social work research entails a comprehensive evaluation of a particular case in the context in which it occurs, aimed at analyzing social processes and interventions. In the present case, a case study of social work home visitations is carried out to examine how such visits affect vulnerable children who are beneficiaries of the Kasaka Child Development Center. The reason for conducting a detailed case study is to demonstrate how social work home visitations are effective in improving the wellbeing of children in their families.

This case pertains to a child who is part of the program at the Kasaka Child Development Center, and whose household has been found to need continuous social work intervention. This family resides in the rural areas where the Center operates, and faces several socioeconomic problems such as low-income levels, erratic school attendance, and health and nutrition issues for the child. Due to these factors, the household is one of those that undergo regular social work home visits.

Home visits are undertaken to this particular family throughout the course of the internship as a matter of practice in social work. Assessment of the child's environment, involvement with the caregivers concerning their methods of parenting, evaluation of the attendance at schools, and assessment of family difficulties that may affect the wellbeing of the child are some of the activities undertaken during these visits. The observations made during these visits contribute to documentary evidence evaluated within this study.

Using the case study research method enables the researcher to evaluate the practical application of the principles of social work including the use of assessment, involving the caregivers in the process, provision of counseling and other follow-up measures. Evaluation of the case is helpful in illustrating the use of home visitation as an intervention measure within the profession.

As a measure of maintaining the client's confidentiality and adhering to the ethical considerations in social work, there will be no mentioning of any information that identifies the child and the family in this case study in the report. The description here has been provided anonymously for the purposes of academic discussion. In fact, the case study is taken up here to serve as an example of the activities performed during home visits.

3.4 Case Study Narrative from Kasaka Child Development Center

A real-life scenario of social work home visits can be seen when undertaking the internship at Kasaka Child Development Center with a sponsored child staying with a guardian in one of the villages within Gomba District. The child is a primary school going child enrolled in the child development program run by the center. In previous program evaluation, the child was found facing difficulties with irregular school attendance and poor hygienic condition in the home environment.

During the initial stage of the social work home visits, the surroundings of the home are critically evaluated. It was noted that the family stays in a poorly constructed semi-permanent structure with minimal assets. The guardian, who has several children, makes ends meet through subsistence farming. Sometimes due to poverty, the guardian fails to purchase scholastic materials for the children.

In the course of the home visitation, the social worker and the intern converse with the caregiver to establish the factors surrounding the child's poor attendance to school and health in general. From the discussions, it is clear that the child misses' classes occasionally because of the lack of school needs. In addition, the child is at times asked to help around the house, therefore, keeping him or her out of school. The social worker guides the caregiver concerning the significance of schooling.

The visit allows the social worker to check the hygiene of the child as well as the child's living environment in general. The child does not have proper hygiene needs, and sleeps in a congested room alongside others. In addition, the social worker advises the caregiver concerning hygiene.

The subsequent home visits will be carried out under routine surveillance procedures conducted by the social workers. In future visits, it has been observed that the attendance rate at school by the child has improved while the caregiver has become more proactive in ensuring the child is academically engaged.

In this particular case, it can be noted that home visitations carried out by social workers allow for closer interaction with the families in their natural setting. With observations being carried out, followed up by counseling and other supportive measures, the social workers are thus able to assess any problems that may be affecting the wellbeing of the children and assist in solving them.

3.5 Data Collection Instruments

Data collection tools in social work research have to be congruent with the research design and purpose (Gould, 2022). The present study employs documentary analysis with the assistance of the literature from the social work discipline. Using documentary analysis means that the conclusions made will be based on professional practice documented in writing and not on subjective observations.

The primary tool for collecting data in the present study is a documentary analysis checklist designed to facilitate the systematic analysis of the existing documentation from the social work practice at Kasaka CDC. Documentary analysis is a well-known technique that can be applied in social work research to analyze organizational practices when organizations record their cases systematically (Children, n.d.). In the course of the internship process, all social work visits are documented using monitoring forms, assessment reports, and follow-up notes that include all issues related to visits, problems, interventions, and recommendations.

The documentary review checklist ensures the direct acquisition of information that pertains to the research purposes. It prompts the researcher to seek patterns for how social work home visitations are carried out, what difficulties social workers face in home visits, and concrete evidence of changes in the children's emotional, physical, and educational well-being. The advantage of employing a checklist is increased standardization of the information gathering process and reduced subjectivity. In social work research, the systematic review of documents improves reliability by facilitating the examination of consistent categories of information in different case files (Gould, 2022).

Aside from the documentary review, social work publications from 2019 to 2024 are sought out to contribute to the theoretical interpretation of research findings. Social work books and scholarly articles published between 2019 and 2024 contribute to the theoretical foundation of the study in terms of home visitation approaches, child well-being models, and community-based social work practices. By integrating social work literature into field data, the study can contextualize its findings in relation to the current social work scholarship.

3.6 Data Collection Procedure

The procedure involved in collecting data is guided by an ethical approach that is similar to the best practices in social work research. Formal approval from the management of Kasaka Child Development Center will be obtained in order to have access to pertinent documentation related to the study's research purpose. Institutional approval is required in social work when dealing with sensitive cases of vulnerable children (Hepworth et al., 2022).

After obtaining institutional approval, relevant social work documents will be identified with the help of supervision. Home visitation monitoring, child progress reports, and internship field journals are among the key documents that the researcher will analyze in accordance with the checklist of documentation review. Descriptions of the home environment,

engagement of caregivers, as well as interventions done to the children and their outcomes will receive particular focus in the analysis.

The data obtained from the literature review are arranged based on the three aims of the research. Strategies for conducting social work home visits are organized under one heading, whereas the problems associated with them are under another heading. Finally, evidence concerning the impact on emotional wellbeing, physical wellbeing, and academic success is arranged under suitable headings. In all this, the researcher is objective and interprets all findings based on factual data.

The process is reflective and analytical, in line with the social work research philosophy which emphasizes analysis of social work practice. The internship period will help the researcher understand the sources of record generation, thus improving data analysis skills during the data collection phase.

3.7 Content Analysis

This research utilized qualitative content analysis in order to analyze the acquired data. Qualitative content analysis is one of the common methods used in social work studies in order to establish patterns within the textual data (Edition, n.d.). The use of this technique is appropriate since the major data used is textual data from social work rather than quantitative data.

Content analysis involves reading the entire document numerous times in order to understand the content of the document. The researcher identifies units of information that relate to the theme under study, in this case, social work home visits and children's welfare.

From the themes that have been identified, there are those like caregiver collaboration, challenges associated with poverty, psychological support, sanitation, monitoring of school attendance, and intervention procedures. They will be interpreted based on the social work theoretical perspectives. Through the systematic classification and interpretation of the documented information, content analysis facilitates the creation of linkages between social work visits and children's well-being.

Content analysis increases the validity of the study since conclusions are made based on systematic analysis of documented social work practice instead of personal judgment. It also ensures consistency between data analysis and qualitative case study approach.

3.8 Ethical Considerations

Ethics plays an important role in the current social work research, as it requires the review of documents relating to children at risk and their parents. Social work as an occupation should be based on values such as human dignity, confidentiality, and professionalism (Slauenwhite & Schooneveld, n.d.). Ethical guidelines are strictly followed during the research.

Participation is completely voluntary. Although the document review serves as the basis for the research, all necessary permits are sought before reviewing any documents. Moreover, neither children nor their caregivers are requested to share additional information for the research. Voluntary participation in social work research is aimed at preventing the involvement of service users against their will in scientific work.

Confidentiality is achieved by guaranteeing that there is no personal information such as names, household details, or any personal identifiers included in the research document. There are no copies made outside the organization, and all papers undergo an internal evaluation process. Confidentiality is mandatory in social work practices, as the protection of the privacy of the clients is a legal, professional, and moral duty in the field of social work research. Confidences are guaranteed through the maintenance of confidentiality.

Professional boundaries are also maintained. It is during the internship that the researcher plays the role of a social work intern who is delivering services. Researching does not come into conflict with the social work process. The welfare of the children should be of utmost importance to everyone involved. Social work research is a very sensitive area where practitioners have to balance their duties and responsibilities with academic research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, the findings of the study concerning the link between social work home visitations and children's wellbeing in Kasaka CDC in Gomba district are presented, analyzed and interpreted. The chapter is based on qualitative data collected during the internship period (May-August 2025) through documentary review of institutional documents such as home visitation monitoring forms, case reports, field journals and supervisory feedback.

Qualitative case study methodology was used in collecting and analyzing the data collected from document reviews. In this process, data was read systematically, coded and categorized and analyzed through interpretation of patterns and themes that emerged in line with research questions (Yin, 2018; Healy, 2022). Data analysis is thus conducted within thematic framework with support of relevant literature.

The chapter is divided into the following main sections:

1. 1.Learning experiences of social work students in home visitations
2. 2.Contributions of home visitations towards development of professional skills
3. 3.Problems encountered during home visits and their effects on learning
4. Link between home visitations and wellbeing of children

4.1 Learning Experiences of Social Work Students During Home Visitations

The first research goal was to explore the learning process of a social worker student through home visits at Kasaka CDC. The analysis of the documentary evidence showed that home visits were an effective learning environment that offered practical experience, reflection, and real-world knowledge.

4.1.1 Experiential learning through direct engagement with families

Evidence found in home visitation reports and field journals reveals that the learner acquired experiential learning through interacting with the children and caregivers in their real settings. In contrast to class room learning, the learner was taken through actual social

situations, including poverty, child neglect, lack of adequate parental care, and irregular attendance in schools.

For example, on many occasions, the learner came across homes that lacked adequate housing, had a poor food situation, and also lacked adequate hygiene. Such situations helped the learner gain knowledge regarding how socio-economic factors affect child welfare. The learner took part in interviewing the caregivers, observation of child behavior, and assessment of families' surroundings.

Such experiential learning is in line with the core social work educational values, which encourage students to learn by practicing (Dominelli, 2018). This kind of exposure helped the learner gain skills in relating theory to practice.

4.1.2 Development of Reflective Practice

From the analysis of the field journals, it was evident that reflective practice played a pivotal role in the students' learning process. The students were required to capture their reflections after each visit to the homes concerning the encounters, emotional responses, difficulties experienced, and lessons drawn.

For instance, in one of the reflections, the student reported feeling emotionally impacted after a home visit to a family living in abject poverty. The reflection noted how difficult it was to maintain professionalism while at the same time empathizing with the family. Through this process, the students were able to develop an analytical approach to their personal reactions and professional decision-making.

Reflection is widely accepted in the social work profession as a way of connecting theory to practice and making effective decisions (Healy, 2022).

4.1.3 Exposure to Cultural and Community Contexts

According to the findings, home visits have helped the student realize the significance of different cultural practices and social interactions on child development. It was found through documentation that some of the care providers had perceptions and practices that impacted the educational attainment and general welfare of the child. For example, some parents insisted that their children should focus more on house chores than schooling. Some families

also used traditional perceptions to inform their parenting practices concerning issues such as sanitation and discipline.

Such observations have made the student realize the significance of cultural sensitivity when undertaking social work practice. This is because there is evidence that effective social work practice calls for cultural knowledge and awareness of community structures (Twinomugisha, 2022).

4.1.4 Understanding of Social Work Processes and Documentation

The results reveal that the student has gained practical experience regarding various processes in social work such as assessment, documentation, planning interventions, and follow-ups.

By engaging in home visits, the student gained skills on how to fill in monitoring forms, make observations, and participate in writing case reports. This contributed towards gaining awareness about professional processes and responsibilities in social work practice.

Such continuous involvement in the processes mentioned above built up the confidence level of the student and helped her become part of a professional process (Hepworth et al., 2022).

4.2 Contribution of Home Visitations to Development of Professional Competences

Secondly, the research sought to investigate how the process of conducting fieldwork through home visits was instrumental in fostering professional skills. It is evident from the results that home visits were very significant in the acquisition of diverse competencies required in social work practice.

4.2.1 Communication and Interpersonal Skills

From the results, there is an evident enhancement in communication and interpersonal skills of the student throughout the internship. At first, the student encountered challenges in interacting with the caregivers especially on matters concerning neglect and poverty.

The student was able to learn how to apply skills like listening, empathy, and appropriate communication techniques as he/she interacted with the caregivers many times. The caregiver was also made to feel comfortable by ensuring that she/he was informed on matters confidentiality.

This finding confirms other research works that have established that home visitations improve communication skills via client interactions (Cibralic et al., 2025).

4.2.2 Assessment and Analytical Skills

The results of the case studies show that the student is capable of conducting holistic assessments of family circumstances. Specifically, the student was able to recognize risk factors including poverty, truancy, inadequate personal cleanliness, and parental constraints.

Furthermore, the student was able to apply critical thinking skills by connecting observations with wider social and environmental determinants of children's welfare. This illustrates how the ecological systems theory framework was used, recognizing that individual functioning depends on interactions with the environment (Bronfenbrenner, 1979).

4.2.3 Problem-Solving and Intervention Planning Skills

According to the results obtained from the research, the practice of home visits increased the ability of the student to solve problems effectively. The student was involved in discussions with caregivers to find solutions for solving problems affecting children.

For instance, for cases of absenteeism from school, the student discussed ways of improving attendance by means of proper time management and prioritizing education. For instances of poor hygiene practices, the student took part in the process of improving these practices.

4.2.4 Emotional Resilience and Professional Identity Development

From the findings, it is clear that being exposed to tough circumstances made the individual develop emotional resilience. The student started experiencing emotional problems upon coming into contact with tough poverty and neglect situations.

But through critical thinking and proper guidance, the student learned how to regulate their emotions while still being empathic. The practice assisted in developing a professional self that was committed and responsible, among other aspects.

This is supported by existing literature that indicates the importance of gaining experience in building professional self-identity and emotional resilience for social workers (Roggman et al., 2019).

4.2.5 Ethical Awareness and Professional Conduct

It was further evident from the analysis that the learner had an in-depth understanding of ethics and ethical practices such as client confidentiality, client respect, and boundaries within the profession.

The handling of sensitive information while making visits to homes underlined the significance of ethical practice as the learner-maintained confidentiality in relation to client information.

It is crucial for social workers to understand and apply ethics especially where vulnerable people are concerned (Healy, 2022).

4.3 Challenges Faced During Home Visitations and Their Effects on Learning

Objective three focused on the obstacles faced during home visits and their impact on learning. It is evident that although these obstacles created problems, they greatly facilitated professional growth.

4.3.1 Caregiver Resistance and Limited Cooperation

It is evident from the results that there were some caregivers who were hesitant about providing information or doubtful about the motive behind the team of social workers. This restricted the student's ability to collect complete information in an assessment process.

Sometimes, caregivers used to provide false or partial information, which caused problems with respect to the validity of the assessments. These issues decreased the performance of the student to some extent.

But the student was able to overcome these challenges through effective communication practices.

4.3.2 Transport Difficulties and Accessibility Constraints

From the documentation, it is clear that long distances and bad road networks were some of the obstacles in accessing certain families. The student had to walk for very long distances, leading to exhaustion and fewer visits being done.

This led to limited case exposure and reduced learning experience. On the other hand, this taught the student how to manage time and plan effectively.

4.3.3 Emotional Stress from Exposure to Poverty and Vulnerability

The results show that the experience of living in extreme poverty and childhood vulnerability led to emotional distress. The participant felt sad, helpless, and emotionally drained after specific observations.

These initially impaired concentration and impartiality. Nonetheless, with the help of supervision and reflective practice, the learner became able to cope.

4.3.4 Resource Limitations within the Organization

Organizational limitations were also a hindrance to intervention effectiveness since sometimes, certain needs could not be met as a result of lack of funds.

This frustrated the learner, but at the same time was an excellent chance to learn how to cope within constraints.

4.4 Relationship Between Home Visitations and Children's Wellbeing

Results revealed a correlation between home visitation programs and positive welfare for children. Evidence from documentation includes the following:

- ☐ Greater school attendance as a result of the advice from caregivers
- ☐ Good hygiene habits developed by health education sessions
- ☐ Higher levels of awareness and participation by caregivers in child development
- ☐ Identification and intervention of neglect and vulnerability at early stages

Nevertheless, results show that the success of home visitation programs relies on other variables, such as the collaboration of caregivers and adequate resources.

This is aligned with previous research highlighting the success of home visitation programs for children (Cibralic et al., 2025).

4.5 Summary of Findings

Findings of Qualitative Nature from Documentary Data

The findings show that home visits enable the acquisition of learning through experience and facilitate professional competence development; moreover, the process has a positive impact on children's well-being. Despite the problems like caregivers' unwillingness, transportation issues, stress, and lack of resources, they are vital for learning and professional growth.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter is an exposition of the findings, conclusions and recommendations of this study. This study was conducted to examine the effect of social work home visits on children at Kasaka Child Development Centre (CDC). The study also looks at the experiential learning process of a social work student and how the experiences help build professional competencies.

There were three major objectives that drove the research process: exploring the learning processes taking place during home visits, the role of such learning in the development of professional competence, and difficulties faced during home visits and their implications for the learning process. The methodology of the study entailed qualitative case study with data collection through documentation (review of institutional documents). Data analysis was done through qualitative content analysis and was informed by Ecological Systems Theory (Bronfenbrenner, 1979).

5.1 Summary of Key Findings

5.1.1 Learning Experiences during Home Visitations

It is clear from this study that home visits are essential sources of learning experiences for students of social work. The practical experience gained through direct interaction with children and their caregivers helped the student to gain firsthand knowledge of actual social problems faced by families including poverty, neglect, poor hygiene, and children staying away from school.

It is also important to point out that the process of reflection has a key role to play in the learning process. The process of reflecting on one's experiences helped the student to assess these experiences and make appropriate improvements in his/her professional judgment. Moreover, the experience in different cultural settings improved the cultural competence of the student (Twinomugisha, 2022).

5.1.2 Contribution to Development of Professional Competences

The research revealed that home visits are essential for developing the professional competencies necessary for social work practice. These competencies involve communication skills, interpersonal skills, assessment and analysis, problem-solving skills, emotional stability, and ethics.

The repeated contact with the caregiver helped develop rapport-building skills, communication skills, and sensitivity towards delicate matters. Additionally, the student was able to conduct comprehensive assessments of family scenarios and understand the risks that affect child welfare. This is in line with current literature that highlights the importance of field experience in developing professional competence (Hepworth et al., 2022).

In addition, being exposed to difficult situations helped build emotional resilience and a sense of professional identity. This enabled the student to deal with emotions while remaining empathic and professional, which is critical when handling a vulnerable group of people (Roggman et al., 2019).

5.1.3 Challenges Encountered During Home Visitations

The study highlighted some of the difficulties faced when conducting the home visits, which included caregiver reluctance, transport issues, emotional distress, and resource constraints.

Reluctance among caregivers affected the process of collecting information and the effectiveness of the assessment process. Difficulties in transport, especially distance, as well as road structures, hampered the number of visits undertaken and exposure to varied situations. Emotional stress arose from the experience of severe poverty, and lack of resources made provision of assistance unattainable.

However, the study indicated that the difficulties had a positive effect on the learning process by making one resilient, adaptable, and a good problem-solver. The results affirm the idea that challenges faced in the field are key to professional development (Cleak & Wilson, 2022).

5.1.4 Relationship Between Home Visitations and Children's Wellbeing

From the study, it is evident that the introduction of social work services to the domestic sphere leads to a positive impact on the well-being of children, reflected by aspects such as

attending school regularly, adhering to proper hygienic practices, increased awareness on the part of the caregivers, and improved supervision of child welfare. Social workers are able to identify problems within the domestic environment, provide the caregiver with advice, and plan follow-up strategies. However, the effectiveness of such strategies is dependent on issues such as the level of cooperation from the caregivers, consistency of visits, and availability of resources. These findings are consistent with prior studies emphasizing the significance of home visitation services for children's welfare (Azzi-Lessing, 2011).

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.0 Introduction

This chapter presents the overall conclusions and recommendations of the study on the relationship between social work home visitations and the well-being of children at Kasaka Child Development Centre in Gomba District. The chapter draws from the findings discussed in the previous chapters and provides a synthesis of key issues emerging from the research.

6.1 Conclusions

According to the results from the research, the following conclusions can be made. Social work home visits have proven to be an effective way of enhancing child well-being in communities. Through allowing a chance to engage directly with families, home visits become very useful since there is an ability to conduct assessment, risk identification, and implementation of interventions for vulnerable children.

Home visits offer an excellent learning platform for social work students. Through gaining hands-on experience, one gains competence in various areas such as communication, assessment, problem-solving, and ethics. From the research, it is evident that fieldwork is indeed vital in social work training.

The difficulties faced during home visitations are also good learning lessons despite being difficult at first. The difficulties will help in building resilience, adaptability, and critical thinking skills that will be very important in the field of social work practice.

The research proves that although home visitation helps in enhancing the well-being of children, a proper mechanism needs to be put in place for evaluation of their impact on the children. Otherwise, there might be less emphasis placed on the impact of the home visitations.

6.2 Recommendations

6.2.1 Recommendations to Kasaka Child Development Center

The Kasaka Child Development Centre should establish Timely assessment mechanism through which the effectiveness of home visitations is assessed. Some of the aspects that the

indicators may consider include the progress made in relation to the well-being of the child emotionally, physically, and academically.

There is also need for the improve digitalized documentation mechanisms that will allow for easy analysis of results obtained from home visitations.

In this regard, there should be investment in transportation facilitations that will enable the visiting team to reach homes effectively.

6.2.2 Recommendations to Social Work Training Institutions

Fieldwork education programs in social work should ensure that learners are adequately prepared to deal with practical issues such as resistance from caregivers, emotional turmoil, and operating in constrained settings.

Fieldwork supervision should be improved. Supervision on a regular basis will aid students in engaging in reflection, managing their emotions, and developing professionally.

6.2.3 Recommendations to Policy Makers

The policy makers should increase efforts to enhance the effectiveness of child protection services at the community level by offering more financial assistance to organizations using home visitation strategies.

Child welfare policies should focus on family strengthening and prevention measures against harm at Community-level which will help improve child wellbeing and national development objectives.

6.2.4 Recommendations to Social Work Students

Fieldwork should be taken up positively by the students of social work with enthusiasm to learn through any difficulties that arise. In addition, the students should continually reflect on themselves to enhance their professionalism.

Finally, emotional endurance and maintaining professional boundaries should be cultivated by the students.

6.3 Contribution of the Study

Through this study, there is advancement in the field of social work through provision of qualitative information about home visitations as an important aspect that improves wellbeing among children and increases the competence of social work students.

In addition, academic advancement in this study can be noted in that it addresses the gap existing in literature regarding research conducted concerning home visitation practices in community-based organizations in Uganda.

6.4 Areas for Further Research

Future studies need to focus on adopting a mixed methods approach that can help in developing an all-encompassing perspective regarding the influence of the home visits. Further research should also be conducted in order to analyze the long-term effects of home visiting programs on the development of children. Moreover, comparative analysis can also be done for other child development centers in Uganda.

6.5 Final Conclusion

In summary, this paper has shown that social work home visits are an important strategy for the promotion of the welfare of children, as well as being an important learning ground for social workers. The implementation of such strategies may face many problems, but there are significant advantages in engaging in home visits.

The improvements of such strategies can be seen in developing effective monitoring systems, provision of resources, and proper training.

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