

**NON-PARENTAL CARE PRACTICES AND MORAL CHARACTER
DEVELOPMENT AMONG ADOLESCENTS OF WORKING MOTHERS IN
NANSANA MUNICIPALITY**

PEACE NAGAWA

RM19M03/021

**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF A MASTER
OF ARTS IN COUNSELLING PSYCHOLOGY OF UGANDA CHRISTIAN UNIVERSITY**

August, 2024



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I, PEACE NAGAWA declare that the work presented in this dissertation, “*Non-Parental Care Practices and Moral Character Development among Children of Working Mothers in Nansana Municipality*” is my original work for the award of a degree of Master of Arts in Counseling Psychology from Uganda Christian University.

This has not been presented either partially or in full for publication for any award in another university or institution of higher education. All information used or indicated herein, the authors have been acknowledged in citation and indicated in references.

Peace Nagawa

RM19M03/021



July 30, 2024

APPROVAL

I confirm that the work presented in this dissertation was carried out by the candidate under my supervision.

**Kukugiza Doreen Businge (Mrs.)
SUPERVISOR**

Kukugiza

August 2, 2024

DEDICATION

I dedicated first, to my Lord Jesus Christ who guides every step of my life, and to my family, whose unwavering support and encouragement have been the cornerstone of this journey. To my university supervisors and friends who have loved, encouraged, and sometimes “pushed” me towards this achievement. Blessings to you now and always.

ACKNOWLEDGEMENTS

I extend my heartfelt gratitude to my supervisor, Mrs. Kukugiza Doreen Businge for believing in me, and for the invaluable guidance and unwavering support throughout this research journey. Her insightful feedback and encouragement have been instrumental in shaping this dissertation. I also wish to express my appreciation to the participants who generously shared their time and insights, without whom this study would not have been possible. Additionally, I am grateful to The Uganda Christian University for providing the necessary resources and facilities for since the onset of this journey. Lastly, I thank my family and friends for their understanding, patience, and encouragement during this challenging yet rewarding endeavor.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF FIGURES	x
LIST OF TABLES	xi
ABSTRACT	xii
CHAPTER ONE.....	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND TO THE STUDY	2
1.3 STATEMENT OF THE PROBLEM	7
1.4 PURPOSE OF THE STUDY	7
1.5 SPECIFIC OBJECTIVES	8
1.6 RESEARCH QUESTIONS	8
1.7 SCOPE OF THE STUDY.....	8
1.8 JUSTIFICATION OF THE STUDY	9
1.9 SIGNIFICANCE OF THE STUDY	10
1.10 THEORETICAL FRAMEWORK OF THE STUDY	11

1.10.1	THE ATTACHMENT THEORY	11
	CHAPTER TWO	14
	LITERATURE REVIEW	14
2.0	INTRODUCTION	14
2.1	NON-PARENTAL CHILDCARE TRENDS	14
2.2	NON-PARENTAL CARE, MATERNAL DEPRIVATION, AND MORAL DEVELOPMENT 16	
2.3	CONSIDERATIONS FOR NON-PARENTAL CARE PRACTICES	17
2.4	MORAL CHARACTER DEVELOPMENT IN ADOLESCENCE	20
2.4.1.	ADOLESCENT SELF-CONSCIOUSNESS, SOCIAL RESPONSIBILITY, AND INDEPENDENCE	23
2.5	COUNSELING SERVICES AND INTERVENTIONS IN ENHANCING NON-PARENTAL CARE FOR ADOLESCENTS	25
	CHAPTER THREE.....	299
	RESEARCH METHODOLOGY	299
3.0	INTRODUCTION	299
3.1	RESEARCH DESIGN	299
3.2	AREA OF STUDY	299
3.3	STUDY POPULATION AND SAMPLE SIZE	30
3.4	SAMPLING TECHNIQUES.....	31

3.5	SOURCES OF DATA.....	31
3.6	PROCEDURES FOR DATA COLLECTION	31
3.7	DATA COLLECTION INSTRUMENTS	32
3.7.1	STRUCTURED QUESTIONNAIRES	333
3.7.2	INTERVIEW GUIDE.....	344
3.8	DATA PROCESSING AND ANALYSIS	344
3.9	DATA PROCESSING AND ANALYSIS	355
3.9.1	QUALITATIVE DATA.....	355
3.9.2	QUANTITATIVE DATA.....	355
3.10	ETHICAL CONSIDERATIONS.....	366
3.11	LIMITATIONS OF THE STUDY	377
	CHAPTER FOUR.....	388
	DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS.....	388
4.0	INTRODUCTION.....	388
4.1	SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS.....	388
4.1.1	IMPLICATIONS FROM THE ABOVE FINDINGS	40
4.2	IMPACT OF WORK SCHEDULES AND HOURS ON MOTHER-CHILD TIME QUALITY	
	41	
4.3	STUDY FINDINGS FOR OBJECTIVE ONE.....	422
4.3.1	TYPE AND CHOICE OF NON-PARENTAL CARE BY RESPONDENTS	422

4.4	LEVEL OF EDUCATION AND FORMAL CARE CHOICES	477
4.5	FACTORS INFLUENCING WORKING MOTHERS' CHOICE OF FORMAL CARE....	488
4.6	IMPACT OF TIME CHILDREN SPEND WITH CAREGIVERS.....	488
4.7	MOTHERS' AWARENESS OF THEIR ADOLESCENT CHILDREN'S FEELINGS AND CHALLENGES	499
4.8	HOW TO ADDRESS MORAL DECADENCE AMONG ADOLESCENTS.....	50
4.9	PROPOSED INTERVENTIONS FOR WORKING MOTHERS TO MANAGE MORAL DECADENCY AMONG ADOLESCENTS.....	511
4.9.1	PRIORITIZING TIME WITH CHILDREN.....	522
4.9.2	ENCOURAGING MOTHER-CHILD DIALOGUES.....	522
4.9.3	SPIRITUAL GUIDANCE	522
4.9.4	BEING AVAILABLE FOR CHILDREN'S ACTIVITIES	533
4.9.5	ENCOURAGING MORAL GUIDANCE	533
4.9.6	SOLICITING FOR COMMUNITY SUPPORT	533
4.10	STUDY FINDINGS FOR OBJECTIVE TWO.....	544
4.11	RESEARCH FINDINGS FOR OBJECTIVE THREE;	555
	CHAPTER FIVE	60
	DISCUSSION OF FINDINGS	60
5.0	INTRODUCTION	60
5.1	KEY FINDINGS FOR OBJECTIVE ONE	60

CHAPTER SIX:	677
CONCLUSIONS AND RECOMMENDATIONS	677
6.0 CONCLUSION OF THE STUDY FINDINGS	677
6.2 RECOMMENDATIONS FROM THE STUDY	708
REFERENCES	722
APPENDICES:	933
APPENDIX I: ASSENT FORM FOR MINOR RESPONDENTS.....	933
APPENDIX II: PARENT INFORMED CONSENT FORM.....	955
APPENDIX III: Questionnaire for working mothers.....	966
APPENDIX: IV Focus Group Discussion questions guide for working mothers	1033
APPENDIX V: Questionnaire for adolescents (12 - 17 years)	1044
APPENDIX VI: Interview Question Guide Key Informants.....	1099
APPENDIX VII: REC.APPROVAL	1101

LIST OF FIGURES

Figure 1: Conceptual Framework Diagram 13

Figure 2: Types of informal non-parental care deployed by working mothers 44

*Figure 3: TYPES OF INFORMAL NON-PARENTAL CARE DEPLOYED BY WORKING
MOTHERS* 45

LIST OF TABLES

Table 1: BREAKDOWN OF THE SAMPLE POPULATION	31
Table 2: SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS	39
Table 3: RESPONDENTS' WORK SCHEDULES, HOURS WORKED, AND HOW THEY AFFECTED QUALITY OF MOTHER-CHILD TIME.....	41
Table 4: ACCESS TO FORMAL CHILDCARE SERVICES AND CHOICES BY RESPONDENTS	47
Table 5: CORRELATION BETWEEN NON-PARENTAL CARE PRACTICES AND ADOLESCENT MORAL VALUES.....	54
Table 6: Model Summary.....	55
Table 7: ANOVA.....	57
Table 8: Coefficients ^a	58

ABSTRACT

This study examined the relationship between non-parental childcare practices and the moral character development of adolescents aged 12-17 years, focusing on adolescents of working mothers in Nansana Municipality. This age group was selected due to its critical stage in moral character formation and the significant influence of external caregiving environments. The study was guided by three objectives: (1) To identify the types of non-parental care practices used for adolescents, (2) To analyze the relationship between non-parental care practices and adolescents' moral values, and (3) To assess the role of counseling services in enhancing the quality of non-parental care for fostering socially acceptable moral values.

A mixed-methods research design was employed, integrating qualitative interviews and quantitative techniques. Instrument validity was ensured through expert review and pretesting, while reliability was confirmed using Cronbach's alpha, with coefficients exceeding 0.7 for key constructs. A sample size of 250 respondents was determined using Krejcie and Morgan's formula to ensure statistical representation. Data collection involved structured questionnaires, interviews with adolescents and their caregivers, and response validation through triangulation. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS).

Findings indicated a weak but significant negative relationship between non-parental care practices and adolescents' moral values at a 5% significance level ($r = -0.402$, $P < 0.05$). This suggests that increased reliance on non-parental care correlates with a decline in adolescents' moral values.

The study recommends integrating structured counseling services into non-parental care settings to enhance moral character development among adolescents of working mothers.

CHAPTER ONE

1.1 INTRODUCTION

Worldwide, the responsibility of childcare continues to shift beyond the confines of traditional family structures, particularly with the increasing participation of mothers in the workforce (Gridiron, 2017 and WHO, 2018). As more mothers opt for employment outside home, reliance on non-parental care practices for childcare has become inevitable. As such, there is a growing a critical concern calling for further investigation into this trend particularly in line with moral character development among adolescent children.

Non-parental care is any nurturing a child receives other than the child's parents or guardians (Craig & Churchill, 2018). It can be both informal and formal encompassing; daycare centers, family daycare providers, relatives, or hired caregivers (housemaids), after school care arrangements among others. Research shows that non parental care practices play a crucial role in shaping children's experiences and interactions during their formative years (Khalid & Malik, 2024). Considering that the moral character development of children is a complex process influenced by various factors, including familial dynamics, socio-cultural norms, and environmental stimuli, there is need to ascertain the implications of non-parental care practices on the same.

In as much as most mothers cherish the gift of motherhood, the increasing socio-economic challenges compel many to join the workforce. This has caused drastic changes in the traditional child care arrangements in change for external child care arrangements (Kim et al, 2022; Khalid & Malik (2024) This shift raises pertinent questions regarding the quality of care, the nature of interactions, and the values transmitted in non-parental care settings. Are children receiving adequate moral guidance and socialization from their external care givers in these

environments? With that knowledge that a person's early life lays the groundwork for later moral character development, the researcher desired to investigate the connection between non-parental care practices and morality among adolescents (12-17 years old) in Nansana Municipality.

1.2 BACKGROUND TO THE STUDY

Worldwide, the increasing participation of women in the workforce has led to a growing reliance on non-parental childcare arrangements for children. This trend has sparked significant interest and concern regarding the potential impact of non-parental care practices on children character development, including their moral character formation. Particularly, the role of non-parental care in shaping the moral development of children of working mothers has gained attention from researchers, policymakers, and practitioners. In their survey done in 2016 on Americans, Carlin et al., (2019) discovered that mothers with children under the age of 18 had a higher demand for childcare services. The number of children whose working mothers abandon them with other careers is increasing globally. Balancing the demands of jobs and motherhood responsibilities is increasingly becoming difficult for many mothers due to a number of factors.

In their study, *Family change and time allocation in American families*, Bianchi, (2014) noted a shift in family dynamics whereby the traditional family structure has evolved as more mothers enter the workforce due to economic pressures on families' economies. They did not however, point out other factors such as mothers pursuing career aspirations, or personal choice. Unlike in the past, when dads were the only household earners, mothers today are responsible for supporting their families' finances while coping with the pressures of rising living expenses. According to a survey on early childhood program participation conducted in the USA by Corcoran and Steinley (2019), 60% of mothers rely on non-parental care at least once per week.

Popular non-parental care options include center-based providers like kindergartens or childcare facilities, grandmothers, or non-relatives like neighbors and friends who live in their houses privately. With all their good intentions, working mothers should note Dearing, Kreider, & Simpkins (2016) concern that maternal employment status can influence the dynamics of parent-child interactions and moral socialization practices within the family.

In recent study, NICHD Early Child Care Research Network (2020) highlighted some effects of non-parental care on moral development on children. They seem to suggest that the type, duration, and quality of non-parental care experiences can impact various aspects of children's moral development, including empathy, prosocial behavior, moral reasoning, and self-regulation. Positive experiences in high-quality care settings can enhance children's moral competencies, while negative or inadequate care may pose risks to their moral character formation.

Fuligni & Dapretto (2015) stress that the impact of non-parental care practices on children's moral character development may vary across cultural and socioeconomic contexts. Important to note that cultural values, community norms, and access to resources shape the availability and quality of non-parental care options, influencing children's moral socialization experiences. For instance in sub-Saharan Africa (de Vise-Lewis, 2012), informal non-parental care was and to some extent being offered within the confines of extended family members. A large fraction of African working mothers prefers to rely on informal childcare arrangements due to some advantages associated with it. For instance, mothers pay their relatives to provide childcare services as they go to work. The relatives assume the task of upbringing and enhancing moral character development of children in addition to the physical, social, and spiritual nurturing (George & Uyanga, 2014).

Working mothers may rely on non-parental caregivers to reinforce moral values and provide consistent guidance in their absence, shaping children's moral development. Although such care arrangements may come cheaply, they may be associated with some undesired moral outcomes considering that some relatives are not mature or qualified enough to offer a good job, thus compromising the morals of the children. According to (de Vise-Lewis, 2012), an average of 15.8 percent of the children population across the 22 sub-Saharan countries who participated in their survey were receiving care from other people who are not their parents. Such a trend continues to worry many researchers and moralists who believe that mother-child interactions play a significant role in how a child turns out to be. They seem to predict that the increased dependency on external childcare is associated with a risk of providing substandard care services to children. Most working mothers spend much time at their workstations and return home when too exhausted to provide checks and balances (Hong, Zhu & Luo, 2022; Corcoran & Steinley, 2017 & Nomaguchi, 2006).

Similarly, Onyema & Okechukwu (2019) concur when they say that the increased absence of mothers in homes has compromised the services children receive while left behind by their mothers. Before turning 18 years, children need more nurturing for their future mental, and social psycho-social wellness (Batra, 2013). Adolescents are particularly vulnerable to unintended effects that may arise from non-parental care. The adolescence stage is a period of life where a child experiences rapid changes in growth. The changes are psychological, physical, and mental. This stage of growth calls for immense support from mothers to their adolescents to manage life's challenges (Kowara, Titisari, & Swandewi, 2024 and World Health Organization, 2022). This may explain why adolescent children left to care for themselves end up experiencing higher chances of engaging in or getting affected by undesired activities such as early pregnancies and abortions, drug abuse, criminal acts, and promiscuity, among others (Ministry of

Health, 2012). Since most working mothers are aware of the challenges children face, many are left torn between availing themselves to help their troubled adolescents and their busy work schedules and career progression to attain economic empowerment (Siregar, Taufik, Yusi & Yustiana, 2019).

In Uganda, this situation is not different. The Uganda Labour Force Survey report estimated the working-age population at nearly 23.5 million compared to 20.5 million in 2016/17. In both years, the number of female workers recorded is 44.8 and 39.3 percent (UBOS, 2021). Such statistics clearly indicate that more mothers have opted to join the labor force and leave their children under non-parental care providers such as relatives, maids, and neighbors. In many parts of Ugandan communities, mothers have to spearhead the role of shaping the morals, knowledge, skills, and moral character of children.

Notwithstanding that the media is always awash with horror stories (Hughes, 2023; Chandiru, 2013, February 19 & Fatoye-Matory, 2018, March 17) on how some children get negatively impacted when left with non-parental care providers such as housemaids, most working mothers, especially in urban areas, continue to rely on them or else they lose out on their employment opportunities. According to statistics from the Education Abstract for Uganda (2017), a high number of pupils enrolled in pre-primary schools (332,181) are between the ages of 3 to 5 years; 194,643 are above the age of three years whereas 82,149 are below three years of age. The increase is attributed among other factors to the increasing number of mothers joining the working sector.

Unfortunately, many mothers are no longer able to assume their childcare roles. In some worst scenarios where both the primary caregivers go to work, children depend on other adults

or take care of themselves. The contradiction of both The African Charter on the Rights and Welfare of the Child and the 1995 Constitution of Uganda (Articles 19 and 34) respectively stipulates that a child's growth is the sole responsibility of its parents.

Worldwide, authors interested in human development issues and related subjects agree that at birth, children are helpless and can only survive into adulthood with the guidance of dedicated parents and guardians (Craig & Churchill, 2018 & Ryan, 2011). Regarding moral character formation, researchers inform that parents should inculcate it early in their children even before schooling starts. The child-mother bond created at this stage becomes the foundation onto which other significant persons in a child's life build. The same task continues through adolescents with the help of teachers and other stakeholders. It may also imply that a child who receives care from different people may fail to form a strong attachment bond with the mother compared to one with one caregiver. It is not a surprise that many delinquent adolescents are those who go through the hands of multiple caregivers (Levey, Garandeanu, Meeus & Branje 2019) The United Nations Population Fund (2019) mentioned a number of delinquency issues among adolescents which were all attributed to absence of adequate parental support and resources. A large proportion of adolescents particularly girls are forced into unsafe sex and early marriage and as a result, they became vulnerable to unplanned pregnancies, abortions. Both girls and boys were faced sexually transmitted infections (STIs), including HIV.

Similarly, in a study which focused on youth delinquency, causes, consequences and possible interventions, by Matangi and colleagues (2013) found dysfunctional family environments, including lack of parental supervision, domestic violence, and parental substance abuse as major contributors to the phenomenon. They stressed that adolescents from

disadvantaged backgrounds were more prone to engaging in criminal activities. Thus findings of this study are a contribution to fill up a gap identified about the need to explore the long-term effects of non-parental care practices on children's moral development within the Ugandan context.

1.3 STATEMENT OF THE PROBLEM

The increasing participation of mothers in the workforce has led to a growing reliance on non-parental childcare arrangements such as maids, paid relatives, and daycare centers. In Sub-Saharan Africa, where Uganda lies, female labor force participation reached 60.3% in 2023, highlighting a significant number of children being cared for by external caregivers. While these arrangements provide essential support, concerns persist regarding the quality of care, the values imparted, and their long-term effects on children's moral development.

Uganda has witnessed a rise in adolescent delinquency, with 34,956 cases involving minors reported in the 2018 Uganda Police Annual Crime Report. This trend suggests a decline in moral values, increasing vulnerability to risky behaviors and misconduct. Although studies on the impact of non-parental care exist, most focus on Western contexts, leaving a gap in understanding its effects within Uganda, particularly for adolescents. This study, therefore, investigates the relationship between non-parental care practices and the moral character development of adolescents aged 12-17 in Nansana Municipality.

1.4 PURPOSE OF THE STUDY

The study investigated the relationship between non-parental care practices and moral character development among adolescents aged 12-17 of working mothers in Nansana Municipality.

1.5 SPECIFIC OBJECTIVES

The study was based on three specific objectives:

- i. To investigate the various types of non-parental childcare practices for children between 12 - 17 years.
- ii. To analyze the relationship between non-parental care practices and the moral values of adolescents.
- iii. To determine the role of counseling services in improving the quality of non-parental care for adolescents with socially acceptable moral values.

1.6 RESEARCH QUESTIONS

The researcher sought to answer three research questions enlisted below:

- i. What are the various types of non-parental care practices used by working mothers with children aged 12-17 years in Nansana?
- ii. What is the relationship between non-parental care practices and moral values among adolescents of working mothers in Nansana?
- iii. How can counseling services be used to improve the quality of non-parental care for adolescents with socially acceptable moral values?

1.7 SCOPE OF THE STUDY

The study was done to explore the impact of non-parental care practices on moral character development among adolescent children of working mothers. The age bracket of adolescents had to be between 12 - 17 years. The study was carried out in Nansana Municipality, Wakiso District of Uganda. Nansana is among the many areas in Uganda which have experienced significant urbanization and socio-economic changes in recent years. As a result, many working mothers in

this area have joined the workforce due to socio-economic demands and others for career aspirations. Consequently, the reliance on non-parental care for children has become more prevalent in the area. The main respondents of this study included; working mothers, adolescent children, caregivers' staff, counselors, teachers, faith leaders, children protection personnel, local/community leaders, and police personnel. The study was carried out during March 2023 to July 2023.

1.8 JUSTIFICATION OF THE STUDY

Moral character ranks highly among the factors that form the basis of any society and without which, society decays (Chowdhury, 2018). Also, considering the fact that children are the future leaders of any society, thus, nurturing their moral character from an early age should be everyone's responsibility. By understanding how different caregiving arrangements contribute to this cause is a contribution towards formulating supportive systems that foster the next generation of morally responsible individuals (Masruroh, 2023, August).

Vast amounts of research indicate that children are the backbone and hope of society. Thus, much care ought to be taken in nurturing them because they eventually assume responsibility for various aspects of life in society (Aredo, 2023). The researcher noted that quite several studies have been done regarding working mothers and childcare. However, most were done in the context of Western culture and perspective and considered most pre-adolescent age brackets below 12 years. None of those studies explored the impact of non-parental childcare on the moral character development among adolescent children of working mothers written within the Ugandan context.

With an increasing number of mothers joining the workforce, more children are being left under non-parental care settings, such as maids, day-cares, paid relatives, after school care among others. Investigating how these care arrangements influence moral character development among adolescents provides insights for concerned stakeholders.

1. 9 SIGNIFICANCE OF THE STUDY

The study findings shall help to highlight the impact of non-parental care practices and the related issues regarding moral character development outcomes among adolescents in Nansana Municipality. However, the researchers' recommendations in chapter five add to the body of knowledge of what ought to be done to curb the problem in Ugandan society. It is in the interest of the researcher that the findings of the study form a basis and a reference to another detailed investigative and wider study on the topic.

The findings will help working mothers and all stakeholders to know the impact of their decisions and choices of non-parental care practices on the moral character development of their adolescent children. The study findings will help maintain or revisit their decisions concerning childcare options.

Thus, the study findings will contribute to filling in important gaps in the research field and provide valuable insights and information for working mothers balancing work and childcare (Daling, 2023). Other practitioners such as those working in parental counseling, teachers, counselors, faith leaders, children probation officers, non-governmental organizations concerned with children's issues, and others, will benefit from the findings to improve how they mentor and support working mothers of adolescents.

This study on is not only academically relevant but also socially and morally relevant for the researcher and stakeholders to gain insights into the dynamics of care for adolescent children and its impact on shaping the moral fabric of our future society.

The successful completion of the study has given the researcher the opportunity to gain good experience in processing research work and data analysis. Such skills will be handy in handling related projects in the future.

1.10 THEORETICAL FRAMEWORK OF THE STUDY

The study was guided by the attachment theory as it was considered to be relevant in investigating child-parent relationships and how these mold the behavioral outcomes of children. The theory was instrumental for the researcher to develop a meaningful conceptual framework for understanding the relationship between non-parental care practices and moral character development among children of working mothers.

1.10.1 THE ATTACHMENT THEORY

John Bowlby is a British psychologist who formulated this attachment theory in the mid-20th century. The theory emphasizes the importance of secure attachment relationships in infancy and early childhood for healthy socio-emotional development. According to this theory, a secure attachment is characterized by a child's confidence in the caregiver's availability and responsiveness, which provides a secure base for exploring the world. That children develop internal working models of relationships based on their early experiences with caregivers. These internal working models shape their expectations, behaviours, and emotional responses in future relationships and interactions. This implies that a secure attachment provides a child with a sense of safety and a foundation for exploring the world, forming relationships, and developing a moral framework (Afrin and Khalid, 2021). In their book chapter, 'Family Dynamics over the Life

Course' Baxter, et al. (2022) discussed the effects of family dynamics with emphasis how these relationships impact people's psychological health, social functioning, and overall quality of life. The chapter emphasises the long-term consequences of family ties, stressing that while unpleasant interactions can have detrimental impacts, supportive and healthy family dynamics can lead to improved outcomes throughout life. The negative impacts of maternal deprivation on children's moral, cognitive, and behavioural development are covered by Afrin and Khalid (2021). According to attachment theory, extended periods of time without a mother can prevent children from developing stable bonds, which can result in problems including anxiety, insecurity, and trouble controlling emotions.

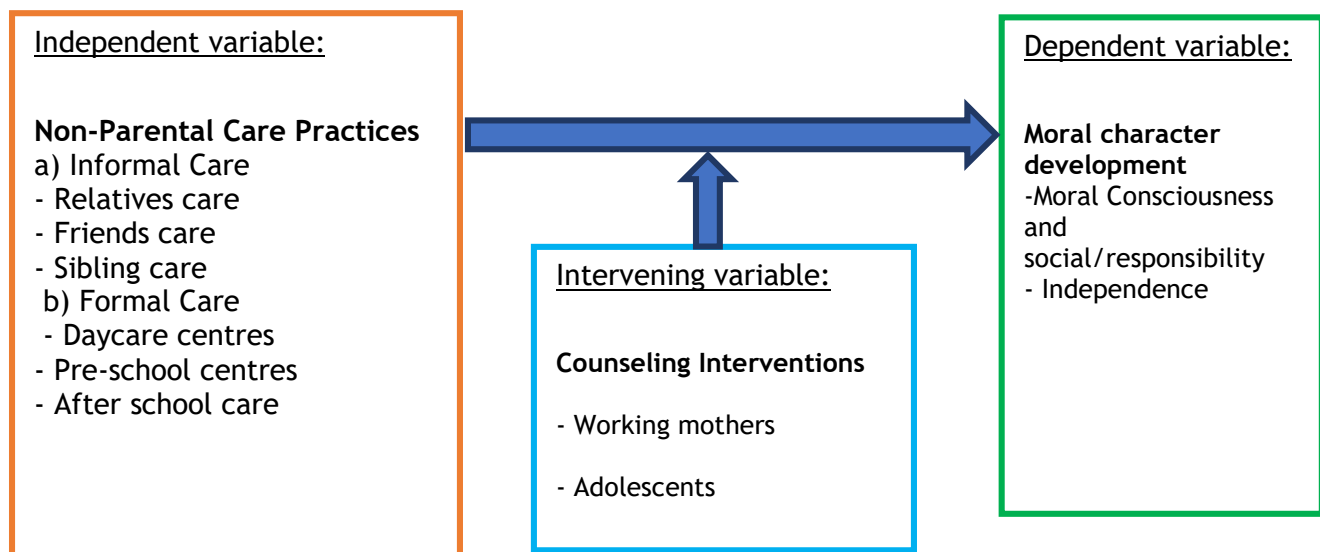
Also the nature, quality and consistency of non-parental care have a significant impact on how children perceive attachment. According to research by Averdijk et al. (2011) and Nomaguchi (2006), steady and responsive caregiving is one way that high-quality non-parental care can promote secure attachment. By making up for the decreased mother presence, these environments can guarantee that children get the emotional stability and support they require for a good attachment and moral growth. Thus lack of a mother's constant presence might make it difficult for children to build strong relationships and standards necessary for moral reasoning and development.

Thus caregivers serve as a secure base from which children can explore the world and seek comfort when needed. Secure attachment provides a sense of safety and security, which fosters exploration and healthy development (Costa Martins, Santos, Fernandes & Verissimo, 2021; Keller, 2018). Similarly, Cherry (2013) agrees that a secure attachment is formed when the caregiver is warm, available, responsive, and sensitive to the child's needs. The opposite holds for a child whose needs are ignored or inconsistently not met by the primary givers. In the

context of non-parental care among children of working mothers, attachment theory provides a valuable perspective on how different caregiving environments may influence children's moral character development.

1.11 CONCEPTUAL FRAMEWORK OF THE STUDY

Figure 1: Conceptual Framework Diagram



In this study, the researcher examined non-parental care practices as the independent variable, including formal and informal care types. The indicators of non-parental care practices include institutional care (such as after-school care, daycare centers, and play centers) and home-based or in-house care (such as care provided by siblings, paid or unpaid relatives, maids, and friends). The dependent variable studied was moral character development. Moral character encompasses various principles such as moral consciousness, social responsibility, and independence, which the researcher selected for in-depth analysis.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

The increasing participation of mothers in the workforce has led to a growing reliance on non-parental childcare arrangements for adolescent children. As children spend significant time in non-parental care settings, understanding the influence of these environments on their moral character development becomes crucial. Thus this chapter presents an analysis of literature regarding the relationship between non-parental care practices and moral character development among adolescents of working mothers.

2.1 NON-PARENTAL CHILDCARE TRENDS

Research shows that the concept of non-parental childcare concept is as old as human history. Referring to the type of care a child receives from an adult other than a parent for a specified period, non-parent care has continued to be a major concern for investigation. Research shows that throughout history, non-parental childcare has existed in various forms, including extended family care and community-based arrangements (Hong, Zhu, & Luo, 2021). This concurs with Belsky (2001) who informed that non-parental childcare has roots in informal arrangements within extended families and communities. Non-parent care continues to evolve to embrace that various needs of working mothers.

In many agricultural societies, parents moved along with their children to fields. Others left them to be watched by other family members, while in urban areas, informal childcare networks emerged to support working families (Elsey, et al., 2020). This aligns with Michel (2011) who informs that for children's care and safety in hunter-gatherer communities, parents

divided childcare roles before they went hunting. Childcare choices were based on the child's age, mother's condition, and availability of support in the community. On other occasions, older children would be allowed to escort adults to work or left home to care for their siblings. Through modern periods, children were and still are considered precious beings who required love protection and training from older people around them.

In more developed societies during the late 20th and onset of the 21st Centuries, when numbers of mothers joining the workforce increased, concern was shifted towards more comprehensive early childhood education programs, integrating childcare with educational components (Gould & Blair, 2020). This would not only support children to grow holistically but would also enable more parents and mothers in particular to effectively fulfil their work obligations.

Modern trends in non-parental childcare include a focus on flexible care options to accommodate diverse needs of working mothers and the family at large (Wechsler, Melnick, Maier & Bishop, 2016). Whereas there is increasing recognition of the role of childcare in supporting parental workforce participation and economic growth (Waldfogel, 2010) in some countries, this may not be the case with Sub-Saharan region where Uganda lies. The current state of affairs in this region calls for more efforts to be directed toward improving the affordability, accessibility, and quality of childcare (Wechsler, Melnick, Maier & Bishop, 2016).

In Uganda, a significant proportion of mothers continue to rely on care provided by family members such as grandparents, aunties, uncles, and others depend on neighbors and friends. These people assume the responsibility of teaching morals, and offering knowledge and skills when the children's mothers go to work. According to Angus, et al., 2023, this practice is

common among communities who cherish cultural values and are intentional on preserving them. A case in point is when children are sent to their aunties and uncles when they hit puberty.

2.2 NON-PARENTAL CARE, MATERNAL DEPRIVATION, AND MORAL DEVELOPMENT

Craig & Churchill (2018) defined non-parental care as any nurturing a child receives from other people other than the child's parents. It is majorly categorized as informal such as one provided by grandparents, others relatives, friends or neighbors and usually provided at no charge. The formal category encompasses; daycare centers, family daycare providers, relatives, or hired caregivers (maids), and after school care arrangements among others. Research by Somogyi (2022) shows that the kind, amount, and timing of non-parental care have a significant impact on a child's behaviour and development. The potential negative impacts of mothers' absenteeism at home also known as maternal deprivation can be mitigated by quality care which enables the creation of a conducive environment and the reverse can make the conditions worse.

Afrin and Khalid (2021) warned that children's moral, cognitive, and behavioural development might be negatively impacted by the fact that their mothers are not readily available. Such children could be those who struggle to build stable bonds, which can later in life present moral issues that contribute to delinquency in society.

Whereas in their discussion of how psychological counselling helps adolescents develop moral self-consciousness, Alieksieieva et al. (2022) highlight the importance of creating welcoming surroundings that encourage moral reasoning and empathy. Yet Hsin and Felfe (2014)

contend that children benefit from non-parental care that includes structured social interactions and emotional support, which are essential for developing a moral background.

2.3 CONSIDERATIONS FOR NON-PARENTAL CARE PRACTICES

Parenting practices encompass the specific actions and overall behavioral patterns that parents employ in raising their children. Examples may include; parenting style, family routines, and parental monitoring (Colavito, 2023). Such practices are aimed at shaping and enhancing various aspects of a child's development, including their skills, abilities, and life outcomes (Fisher, 2023, cited Darling & Steinberg, 1993). In the case of working mothers, the choice of a particular practice over another depends on various factors such as:

Maternal employment status and work characteristics can influence mothers to choose a particular caregiver over another. Research has shown that factors such as job flexibility, work hours, and job satisfaction can influence maternal stress levels and parenting behaviors. For instance if a mother has a flexible work schedule, they may choose to a part time caregiver to cover them for only those hours of work. Yet mothers with very tight schedules may choose in-house caregivers such as relatives or maids. The case is different for mothers with access to employer-sponsored childcare benefits as they are at liberty to work while maintaining contact with the children (Herbst & Tekin, 2010).

Mothers' socioeconomic status such as income level, education, and parental occupation, play a significant role in determining the affordability and accessibility of non-parental care options for working mothers. Adolescents whose mothers are from lower socioeconomic backgrounds are more likely to be in non-parental care due to parents' employment obligations or financial constraints. A study by Felfe & Lalive (2018) which focused on the quality of child

care provided a differentiation between high-quality and low-quality care settings, examined how factors like caregiver qualifications, child-to-staff ratios, and the learning environment impact developmental outcomes. On the contrary Gupta & Simonsen (2010) indicate that there are other factors to consider in this regard, for instance a mother or family with greater financial resources to afford high-quality non-parental care arrangements may be frustrated by issues of accessibility.

Another consideration for the choice of non-parental care is the family structure. Working mothers who are single parents yet working full time schedules are may be inclined to a particular care type compared to those in a traditional family settings of living with spouses. On the contrary a single working mother but with accommodating other family members in her home, such as grandparents or other relatives or friends may reliance on formal non-parental care (Carlin et al., 2019). The presence of other members may not only be a strong network of alternative caregiving while she goes to work, but also considered cheap and affordable to mothers (Rustin, 2018).

However, according to the Pew Charitable Trusts issue brief (2016), the traditional option of relying on extended family support is becoming less feasible due to the monetary implication attached. Those in favour claim that with such care arrangement, the child is nurtured within the confines family with minimal interaction with the outside world (Carlin, Davis, Krafft & Tout, 2019) highlight that in such arrangements, the child receives care from home with minimal interaction with the outside world. It is important to note Carlin et al, claim holds provided the number of children in home care is minimal to enable each child enjoy close and meaningful relations with the caregiver and even form meaningful bonds.

Nonetheless, academicians and researchers (Srivastav & Mathur, 2020; Carlin, Davis, Krafft & Tout, 2019; and; Kim & Fram, 2009) highlighted the concern about the quality of services provided by informal carers such as relatives and friends. They argue that such services are culturally biased, unlicensed and thus not easy to regulate, monitor or assess. For instance, based on one's culture, it might not be easy to reprimand one's grandmother if she fails to provide care to a child left with her.

According to Bornstein & Putnick (2016), working mothers at times consider childcare availability and accessibility. Factors such as the geographic location, proximity to childcare facilities, and transportation come into play for working mothers' choices regarding non-parental care arrangements for their adolescents (The Pew Charitable Trusts. (2016). Mothers in urban areas where formal care arrangements are in readily available are likely to rely on those simply because they are available compared to their rural-based counterpart with limited access. On the contrary, in an earlier study on childcare choices in Italy, Del Boca, et al (2005) noted that there was minimal use of formal child-care, especially in families that still considered the role of mothers in the child upbringing as the best option.

Lastly but equally important, working mothers consider the needs of their children to determine the type of non-parental care (Mahoney et al., 2009). For instance, adolescents who enjoy athletics may be placed in after-school care to participate in school activities and for socialization opportunities as they wait for their parents to pick them. Similarly, a working mother seeking for extra academic support for their child may opt for the same care arrangement. The child stays at school for a specified period while being coached by the teachers (Lamont et al., 2013). This concurs with Srivastav & Mathur (2020) stated that very young children are entirely dependent on their parents, however as they grow, they gradually

encounter other caregivers who play essential roles in nurturing them. This correlation between maternal care and external influences shapes children's development as they navigate their relationships with both their mothers and the broader world.

2.4 MORAL CHARACTER DEVELOPMENT IN ADOLESCENCE

Moral character formation is a key concept during adolescence. It is determined by a number of things including mother-child relationship. Mothers are the primary role models of the children. AL-Tkhayneh, et al in their study (2023) investigated the concerns of working mothers regarding the potential adverse effects of their extended work hours on their children's behavior. These concerns consistently encompass issues such as intensified behavioral problems, emotional distress, and academic challenges in children. Since moral character includes among others individuals' values, beliefs, attitudes, and behaviors regarding what is right and wrong, it is very important that mothers make time to support and guide adolescents regards ethical decision-making and actions.

Adolescence on the other hand is a critical period marked by significant cognitive, emotional, and social development, including the formation of moral character. At this stage, children experience intensified desire for identity formation and moral reasoning exhibited through exploration of values, beliefs and principles that later lead to character formation (Zhang & Qin, 2023). In agreement, Povey, et al. (2022) affirms that adolescence is a critical developmental stage where physiological changes, changes in the school environment, and changes in relationships with peers and parents occur. These transitions may challenge adolescents' sense of identity, and thus adolescence is a vulnerable period.

Adolescents often consider and look up to their parents as their main moral role models, especially their mothers. The way mothers respond to moral dilemmas by behaving with dignity all have a huge impact how adolescents turn out to be morally. This role should be a shared responsibility between a mother and a father to nurture and model the children in a holistic manner. According to Bornstein & Putnick (2016) knowledgeable and engaging caregivers help facilitate the proper growth of children. They assist children to forge relations with others and behaviours to survive through their lifespan.

Societies around the world are faced with a continuously rising tide of disorderliness, risky behavior, misconduct, and delinquency. It is clear evidence of a lack of morals among adolescents (Gasparetto, et al., 2020; MGLSD, 2018; p12). For instance, out of the 239,484 persons reported as victims of crime in the Uganda Police Annual Crime Report (2018), 34,956 persons were adolescents aged below 18 years. According to Kidman, & Kohler (2020), adolescents who commit violence often come from backgrounds characterized by high levels of family conflict, exposure to violence, and socio-economic hardships. Many homes in Uganda are characterised by violence in varying levels. Perhaps this explains why many adolescents have lost themselves into delinquent activities due to learned behaviours from observing violence within their own families.

In the past, parenting in Ugandan communities took place within a wider context of the family and applied to a much broader range of family caregivers. This is when each family and community member had an important role to play in the care and right bringing of children (MGLSD, 2018; p.10). The transition from the traditional family setting to a modern setting has however caused many changes. Previously, fathers were the main bread winners of their families. However, the hard economic conditions seem to require that both parents work out of

their homes in order to support the family (Moussié, 2020). In the same insight, Onuora & Obiakor (2020) stress that the pursuit and desire accumulate wealth has slowly shifted mothers' attention from their God-given role of nurturing children. Most of these mothers leave behind children under informal childcare like relatives (Sapkota, 2020). Unfortunately, most left-behind children are so young and end up attuned to every form of before modelled before them by the second caregivers. If both parents work outside the home, the children are denied their rights of being raised by their parents (Sapkota, 2020 & Ministry of Gender, Local and Social Development, 2018).

In as much as children can be cared for by other stakeholders including teachers, extended family members, and peers, as well as media and the internet, the mother's role remains very important as far as instilling moral character is concerned. By nature, children learn more through observation of the environment. The children come into the world according to Rashid, Mamat & Ibrahim (2014) with clean pure minds onto which information and moral cues from their environment are written over time. Similarly, Tong, Yan & Kawachi (2019) agree that mothers' participation in children's development path forms patterns of behavior they portray in society.

Adolescence is a stage of development that needs adequate parental attention. Children at this stage are transitioning from childhood into adulthood and desperately looking for their true identity and developing psychologically, socially, mentally, and emotionally. The parent's ability and willingness to form strong connections with their adolescent children is paramount for the way adolescents' morals turn out to be (Lubis, 2019).

Unfortunately, in most parts of the world, the parent-child relationships which are supposed to be very close to one another are getting more distant. Haryono (2016) laments that parents are so strapped for time with their children, and vice versa children also lack time with their parents. In many modern families' adolescents spend more time under the care of people who are not their mothers. The majority of working mothers leave home for work very early in the day, working for long hours only to return too exhausted to care for their children.

2.4.1. ADOLESCENT SELF-CONSCIOUSNESS, SOCIAL RESPONSIBILITY, AND INDEPENDENCE

Research indicates that adolescence is a developmental period characterised by increased self-consciousness and an intense quest for independence (Alieksieieva, et al., & Otych, 2022; Demchenko, et al., 2021; Vogel, et al., 2015 and Nie, et al., 2014). During adolescence, children grow to develop a more keen sense of self as they become more conscious of how other people see them. This involves being conscious of one's own identity, social standing, and outward appearance. Social comparison is a common activity among adolescents, and it can have an impact on their body image and self-esteem. Vogel et al. (2015) claims that adolescents' frequent comparison of themselves to idealised images on social media figures and stories which in turn affects that self-worth. Similarly, Metzger et al (2015) concurs that self-consciousness in adolescence refers to an intensified awareness of one's thoughts, feelings, and behaviors in relation to others. Individuals experience feelings self-evaluation in comparison with peers, and concerns about fitting in and meeting societal standards. Levels of self-esteem and self-image may change as individuals navigate these internal and external pressures.

Social Responsibility

As adolescents mature, they begin to recognize their roles and responsibilities within social and obligation familial contexts. Social responsibility involves understanding and fulfilling

obligations to others, contributing to the well-being of communities, and adhering to moral and ethical principles. Important to note is that adolescents' sense of social responsibility is shaped by their upbringing, cultural values, and socialization experiences. Positive parent-child relationships, peer influences, and community engagement opportunities can foster the development of prosocial attitudes and behaviors (Metzger et al., 2015; Schlegel and Barry (2017).

Independence:

Adolescence is also characterised by the quest for independence, which is motivated by the need to forge a unique identity apart from parents and other authority figures. The ability to make decisions on one's own is closely related to the desire for independence. According to research by Steinberg (2016), although peer relationships and parental guidance play a role in this process, adolescents' capacity for making independent judgements improves as they gain experience and cognitive maturity. Omoponle (2023) and Barlian, et al., (2023), seem to agree that independence is one of the most important aspects that every individual must have, in order to attain life goals, success, and gain appreciation.

It is therefore important that as the majority of adolescents aim to break away from parental control, parents should strive to make a balance between autonomy and guidance. This would support adolescents develop into well-balanced individuals (Lippold et al., 2015). Amidst their work related endeavours, mothers should never forget that adolescence is a very critical stage whereby children need all the support to build self-affirmation as they transition into reliable and independent adults.

2.5 COUNSELING SERVICES AND INTERVENTIONS IN ENHANCING NON-PARENTAL CARE FOR ADOLESCENTS

When children experience challenges, family members particularly mothers are their first point of contact for help and counselling. Agriani (2023) defined counselling as the relationship between two people, where one person attempts to assist the other to organize himself/herself better, to attain a form of happiness by adjusting to a given situation. Counselling services are usually offered to someone seeking advice about a personal problem such as parenting, for instance, to resolve issues which might sprout from the use of non-parental care.

Within the confines of non-parental care arrangements, counselling services come in so handy to enhance the quality and effectiveness of the services, addressing both the psychological and developmental needs of adolescents. It has been demonstrated that counselling services are essential for meeting the emotional and psychological requirements of teenagers receiving non-parental care. Research suggests that focused counselling sessions can considerably lessen anxiety, depression, and other mental health symptoms. Parents, caregivers and other stakeholders can all benefit from counselling services. Mackova, et al., (2022), for example, showed that family-centered treatments offered in school settings improved mental health outcomes by including families more fully in the lives of the adolescents.

Both the children and parents can be supported by a trusted counsellor to navigate through issues while maintaining family bonds. According to Favez et al. (2016), family therapy interventions improve communication and unity within the family, which lowers conflict and improves overall functioning. Similarly, García-Carrión, et al., (2019) highlights that on the importance of family-based interventions in improving communication and interaction between

adolescents and their caregivers. Interventions can be offered in a group setting such as religious gatherings to encourage and preserve family structures, communication skills and draw strategies to leverage on community-based support systems.

Mackova, et al., (2022) and Kann, et al., (2022) seem to agree that counselling helps parents gain skills to identify and address behavioural issues in their children. While adolescents who are having difficulties may turn to friends, teachers, or peers for support, research shows that parents have the greatest impact on an adolescent's tendency to seek help. Furthermore parents benefit from counselling services to gain understanding on how to communicate and support their adolescents especially those under non-parental care arrangements. Even in situations when they are not the primary carers, parent-focused therapies can offer tools for effective communication and involvement in their children's lives. For instance, family-based therapies are effective in reducing family conflict and enhancing emotional support within families (Kaslow et al., 2017).

Whether in foster homes, with family, or in institutional settings, non-parental care necessitates specialised interventions to support the development of adolescents. Research emphasises the need for ongoing monitoring and support to guarantee that these adolescents receive appropriate emotional and psychological care. In chapter 5 of this study, the researcher suggested relevant interventions based on the study findings. This was based on the fact that integrating these counselling services working mothers as well as caregivers can significantly improve the way they support desirable moral character among adolescents.

Conclusion to the Literature Review: The examined literature revealed an expanding understanding of non-parental childcare, maternal absence, and moral development during

adolescence. A significant connection across numerous studies is the recognition that non-parental care has always been present and is continually adapting to economic, social, and cultural shifts (Hong et al., 2021; Belsky, 2001; Elsey et al., 2020). Multiple researchers (Gould & Blair, 2020; Wechsler et al., 2016) emphasize the growing incorporation of educational aspects into childcare and the vital role these services play in assisting working mothers.

There is a consensus that non-parental care, both formal and informal, considerably influence children's behavioral and moral growth (Somogyi, 2022; Afrin & Khalid, 2021). However, this agreement is accompanied by conflicting perspectives. While some research studies (Hsin & Felfe, 2014; Alieksieieva et al., 2022) indicate that high-quality non-parental care can promote positive moral reasoning and self-awareness, others (Afrin & Khalid, 2021; Gupta & Simonsen, 2010) caution about the potential risk of moral disconnection and behavioral problems stemming from maternal absence, particularly in low-quality or culturally biased informal settings.

Another contradiction arises in perceptions of informal caregivers. On one hand, researchers note that extended family care helps preserve cultural values and offers affordable, trusted support (Angus et al., 2023; Carlin et al., 2019). On the other, concerns are raised about the unregulated nature and variable quality of such care (Srivastav & Mathur, 2020; Kim & Fram, 2009), especially in Sub-Saharan Africa, where formal systems are either inaccessible or unaffordable (Wechsler et al., 2016).

A significant gap in the literature is the lack of attention to context-specific models, particularly within the Ugandan context. A majority of current research relies on developed settings, with scant examination of how local cultural practices, economic factors, and family

dynamics interplay with non-parental care to affect the moral growth of adolescents. The relationship between maternal employment, various caregiving alternatives, and the moral character development of adolescents is still insufficiently investigated in the Sub-Saharan context.

Furthermore, although some research (Bornstein & Putnick, 2016; Tong et al., 2019) highlights the essential function of mothers in demonstrating moral behavior, there is a lack of investigation into how teenagers understand and assimilate moral teachings from various caregivers who may have differing values. In addition, while the concepts of adolescent self-awareness, independence, and social responsibility have been acknowledged (Metzger et al., 2015; Steinberg, 2016), the relationship between these developmental stages and non-parental care practices has not been thoroughly explored.

In summary, although current research offers a foundational perspective on trends in non-parental care and their consequences, inconsistencies surrounding the quality of care, cultural factors, and parental involvement indicate a necessity for more detailed, context-driven studies. Particularly in Uganda, where conventional caregiving traditions converge with contemporary employment requirements, future research should investigate how different types of non-parental care affect adolescents' moral development, autonomy, and identity formation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The sections in this chapter provide more detailed information on the study area, sources of information, study population, sampling techniques and sample size, data collection procedures and methods, quality/error control, data processing, data analysis, and ethical considerations, as well as the limitations that were encountered throughout the study.

3.1 RESEARCH DESIGN

Using a descriptive correlational research design, the researcher was able to describe the study variables and investigate the relationships that exist between them (Seeram, 2019). A descriptive correlational design was employed in this research because it allows one to examine the relationships between non-parental childcare practices and the formation of moral character without manipulating variables. The design is ideal to explore the nature and extent of associations between variables, which is of prime significance in the study of how different childcare practices influence the moral values of adolescents. In addition, the design accommodates collection of data in real contexts, a more accurate reflection of the real world.

The utilization of a descriptive correlational research design allowed for a comprehensive understanding of the study variables, while the mixed research approach enabled the collection of both qualitative and quantitative data. These combined methodologies enabled the researcher to thoroughly analyse the research questions.

3.2 AREA OF STUDY

The study investigated the role of non-parental care practices in shaping the moral character development of adolescents. The research was conducted in the Nansana Municipality,

situated in the Wakiso District of Uganda. Nansana is a swiftly developing town situated 12 kilometers Northwest of Kampala along the Kampala-Hoima highway, approximately 8 kilometers south of Wakiso District. It is a municipal council that comprises four Divisions, namely the Nansana Division, Nabweru Division, Gombe Division, and Busukuma Divisions. The research sample was collected from four villages of the Nansana Division, including Kawanda, Yesu Amala, Wamala, and Masitowa (Google, 2022).

Nansana Municipality was selected as the site for study due to a high concentration of working mothers and hence a representative setting to research non-parental care practice. It is also experiencing socio-economic transformation, including an increase in the female labor force participation ratio, and hence is a suitable place to carry out a study on how non-parental care affects adolescent development.

3.3 STUDY POPULATION AND SAMPLE SIZE

The sample size was calculated using a formula by Jung (2014) whereby $\text{Sample size} = (Z\text{-score})^2 \times \text{StdDev} \times (1\text{-StdDev})$ (Confidence interval)² 24, with a confidence level of 90 percent, a standard deviation of 0.5, and a confidence interval (margin of error) of $\pm 5\%$ thereby giving a sample 270.

The study recruited a total of 234 participants, including 109 working mothers with adolescent children aged 12-17 years who had been or were being cared for by external caregivers. Additionally, 105 adolescents participated in the study. The sample also included 10 respondents from various backgrounds, including children's caregiver staff, school counselors, teachers, police officers, faith leaders, local community leaders, and Children's Probation Officers.

Additionally, the case study approach enabled a comprehensive and context-specific analysis within the Nansana Municipality, where the selected participants reside, ensuring that the findings are relevant to the local context.

Table 1: BREAKDOWN OF THE SAMPLE POPULATION

Category	Target	Actual	Sampling technique
Working mothers	125	109	Purposive sampling
Adolescents (12-17years)	125	105	Purposive sampling
Teachers	4	2	Snowball sampling
Counsellors	4	2	Snowball sampling
Children Protection Officers	4	2	Snowball sampling
Police personnel	4	2	Snowball sampling
Faith leaders	4	2	Snowball sampling
TOTAL	270	234	

Source: Field data, 2023.

3.4 SAMPLING TECHNIQUES

The researcher employed purposive sampling, also known as selective or subjective sampling, to recruit working mothers and adolescents as primary participants for the study. This approach entailed a deliberate selection of participants who possessed experience with the key concept under investigation (Richie et al., 2013). Complementarily, the snowball sampling method was employed to identify other potential informants, such as school counsellors, teachers, local community leaders, police officers, faith leaders, and government officers in charge of children's affairs, preferably from the Ministry of Gender and Local Government. These sampling strategies facilitated the identification of precise research subjects, consequently saving time and resources.

3.5 SOURCES OF DATA

The study used both primary and secondary sources to gather data. Primary data was collected using questionnaires, focus group discussions, interviews, and direct interactions and observations with respondents. These methods allowed the researcher to extract respondents'

views and opinions on the topic of interest. On other hand, secondary sources included a variety of publications such as journal articles, textbooks, magazine articles, book chapters, website links, and relevant policy documents from government agencies. These sources provided a wealth of information on established theories, models, and related cases.

This approach provided a comprehensive and robust understanding of the subject matter, combining both qualitative and quantitative data. The primary sources allowed for the collection of first-hand accounts of the topic, while the secondary sources contributed to the development of a well-informed theoretical framework. Ultimately, this combination of sources was instrumental in producing a thorough and insightful investigation of the research question.

3.6 PROCEDURES FOR DATA COLLECTION

The researcher obtained an introductory letter from Uganda Christian University to secure the necessary authorization and assistance from local council leaders and law enforcement officials. The letter was used as proof of the researcher's affiliation with the academic institution and for making of rapport with prospective respondents.

To mitigate agitation during the interviews, the researcher limited one-on-one interviews to no more than 30 minutes, while focus group discussions ranged between 45 minutes to one hour (Rhodes, 2022). This approach ensured that participants remained attentive and comfortable, leading to more productive and insightful discussions.

3.7 DATA COLLECTION INSTRUMENTS

In this study, a mixed method approach, combining both quantitative and qualitative research methodologies was used. Data collection instruments that allowed for significant

interaction with the participants (De Clerck, Willems, Timmerman & Carling, 2011) were used accordingly.

3.7.1 STRUCTURED QUESTIONNAIRES

These were used first, to ensure anonymity and confidentiality of the respondents. Considering the sensitivity of the topic, respondents needed encouragement to give honest and candid responses. Secondly, compared to other forms, structured questionnaires were considered convenient to administer both in hardcopy and online. Also structured questionnaire allowed the use of closed-ended questions which were considered more convenient way of collecting the data from respondents because according to Baxter & Jack (2008), they elicit specific responses which would yield consistent results. Furthermore, such questions were preferred because the researcher had anticipate illiteracy challenges of illiteracy among respondents. Thus the respondents would be required to tick after understanding what the particular question asked for.

The questionnaires were designed basing on the University of Miami Parenting scale measures four parenting practices (positive parenting, discipline effectiveness, avoidance of discipline, and; extent of parental involvement in the child's life). Also, these questionnaires were customized to cover themes of the study objectives.

The first section of the questionnaire collected demographic data of the respondents, followed by questions formulated to address the first three objectives of the study. The questionnaires were designed using various formats, including multiple-choice questions that required the selection of one or all applicable options, dichotomous questions that required a "Yes," "No," or "Does not apply" response, and self-assessment items measured on a 5-point or 7-

point Likert scales. A single open-ended question was appended to the end of each questionnaire to enable respondents to provide additional comments, if any.

3.7.2 INTERVIEW GUIDE

For consistency of results and maintaining focus with the respondents, a well-designed interview guide with open-ended questions was designed to collect data from key informants. These comprised of; school counsellors, teachers, local community leaders, police officers, faith leaders, and government officers in charge of children, were approached to collect data. Open-ended questions were used to collect varying and detailed information from respondents.

3.8 DATA PROCESSING AND ANALYSIS

Validity and reliability of the study

Heale & Twycross (2015) defined validity as the extent to which a concept is accurately measured in a quantitative study. In this study, content validity was measured the researcher to gain full understanding of the variables. Content validity was determined with support from five professionals who were considered for their expert judgement. Their task was to peruse through the tools and confirm if they were comprehensive enough in line with the study objectives. Considering that four out of the five agreed that the tools were valid, the inter-judge Coefficient of Validity Index (CVI) was $CVI = \text{number of judges declared item valid} / \text{total number of judges} = 4/5 = 0.8$. This was repeated for all the items of the instrument and an average calculated to be 0.8. For the overall instrument, $CVI = \text{number of items declared valid} / \text{total number of items}$. The instrument was accepted as valid since according to Heale & Twycross (2015) the average index should be 0.7 or more.

Reliability testing

The pretesting of the questionnaires was done with support from five credible

respondents. They provided feedback without being biased. After one week, the same questionnaires were administered again to the same respondents. On comparing the two sets of feedback, it was ascertained that the results were consistent.

3.9 DATA PROCESSING AND ANALYSIS

Considering that two types of data were collected for this study, the researcher used various methods for analysis as outlined below:

3.9.1 QUALITATIVE DATA

A step-by-step direction was followed, and a thematic approach was adopted, first with multiple readings of the gathered notes to familiarize oneself with them.

The second step was the analysis of the codes to identify those that can form themes. The identified themes include; moral decadency, negative influence from peers and the media, lack of attention from caregivers, excessive workload to caregivers, lack parental guidance, unqualified caregivers, excessive use social media and IT gadgets, create room for communication, role modeling, counseling and guidance, digital detox.

The third step was the review of the identified themes to form patterns for report writing as presented in chapter four.

3.9.2 QUANTITATIVE DATA

Quantitative data for this study was analyzed using the Statistical Package for the Social Sciences (SPSS, version 20) software. The researcher used frequency counts and percentage distributions to analyze respondents' demographic data as it was nominal in nature (Islam & Rizwan, 2020). Again, Persons Linear Correlation Coefficient (r- value) was used to determine

significant relationships between the variables and regression analysis was used to determine the level of significance.

3.10 ETHICAL CONSIDERATIONS

Ethical issues were addressed in several ways to ensure the protection and respect of participants throughout the research process. Firstly, the researcher obtained an introductory letter from Uganda Christian University, which was used to establish credibility and inform respondents about the purpose of the study. This ensured transparency and allowed participants to make informed decisions about their participation.

Informed consent was a key ethical consideration. Before the interviews, the researcher ensured that all participants granted their consent. Literate participants were given sufficient time to read and understand the informed consent form, while illiterate participants were provided with a verbal explanation of the consent form to ensure they fully understood the study's purpose and procedures.

To ensure confidentiality and privacy, respondents' identities were not recorded. Instead, participants were assigned codes, which were used in place of their names for reporting purposes. This approach protected the anonymity of the respondents.

Finally, before conducting data collection in the community, the researcher sought permission from local council leaders, ensuring that the study was in alignment with local governance requirements and ethical standards.

3.11 LIMITATIONS OF THE STUDY

- i) Due to financial constraints, the study was limited to working mothers and their adolescent children, excluding other categories of mothers and children. As a result, the findings may not be generalized to all mothers in Uganda.
- ii) The study was unable to obtain comprehensive data on the total number of working mothers in Uganda, which limited the scope for broader comparisons. Future research could benefit from the Uganda Bureau of Statistics incorporating a section on working mothers in their upcoming census.
- iii) Some participants were illiterate, requiring the researcher to read and interpret each question. This was time-consuming and labor-intensive, but was necessary to ensure the accurate understanding and participation of these respondents.
- iv) The data collection took place during the rainy season (May 2023), which disrupted scheduled appointments and hindered access to potential respondents, especially in areas like Wakiso District.
- v) Some respondents were unwilling to open up during interviews. Despite this, the researcher endeavored to explain with clarity about the significance of the study findings.
- vi) The availability of potential participants was limited due to their busy schedules. Many working mothers were caught up in their work, and adolescents were either busy with school or hesitant to participate. The researcher made multiple attempts and offered flexible scheduling to accommodate them all, including conducting interviews at home or after work hours.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 INTRODUCTION

This chapter presents the demographic information of the respondents and the data in this study is presented based on the objectives of the study which included;

- i) To investigate the various types of non-parental care practices for children between 12 - 17 years
- ii) To analyze the relationship between non-parental care practices and the moral values of adolescents, and;
- iii) To determine the role of counseling services in improving the quality of non-parental care for adolescents with socially acceptable moral values.

A total of 224 out of the 270 intended individuals took part in the survey, yielding an 83.0% response rate, indicating that the findings were both highly informative and representative of the population (Cleave, 2020, December 3,). According to The Statistical Package for Social Science (SPSS) was utilized to examine the quantitative data, while themes were employed as according to (Creswell & Poth, 2018) to analyze the qualitative data, as explained below.

4.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Table 1 below highlights that majority of respondents (n=50, 45.9%) fell in the age range 30-39 years with (41.3%) having at least 2 adolescent children. In terms of religious affiliation and marital status, whereas majority identified themselves as Christians (n=67, 61.5%) and (n=56, 51.4%) were married. Regards education level and employment status of respondents, majority had attained specialized training and above (n=42, 38.5%) and (n=44, 40.4%) identified

themselves as employees. Other than their biological children, (n=66, 60.6%) respondents lived with other adults above 18 years of age in their households.

Table 2: SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Demographic Variable	Frequency	Percentage
Respondents' religious affiliation		
Christian	67	61.5
Muslim	27	24.8
Other faiths	15	13.8
Total	109	100.0
Respondents' level of education		
Completed primary level	17	15.6
No formal education	9	8.3
Secondary	23	21.1
Some primary	18	16.5
Specialized training and above	42	38.5
Total	109	100.0
Respondents' marital status		
Living together	11	10.1
Married	56	51.4
Previously married	17	15.6
Single	25	22.9
Total	109	100.0
Respondents' employment status		
Contributing family worker	8	7.3
Dependent contractor	2	1.8
Employee	44	40.4
Employer	11	10.1
Independent workers without employee	44	40.4
Total	109	100.0
Respondents' employment sector attached to		
Both formal & informal	1	.9
Formal sector	32	29.4
Informal sector	76	69.7
Total	109	100.0
Respondents' age		
30 and below	6	5.5
30-39	50	45.9
40-49	40	36.7
50-above	13	11.9
Total	109	100.0
Number of adolescent children owned		
1	41	37.6
2	45	41.3

	3	16	14.7
	4	4	3.7
	7	2	1.8
	8	1	.9
	Total	109	100.0
Presence of other adults aged 18 years and above who lived in their households			
	No	43	39.4
	YES	66	60.6
	Total	109	100.0
Respondents' relationships with other adults staying in their homes			
	Does not apply	44	40.4
	Friends	8	7.3
	Neighbors	3	2.8
	Relatives	46	42.2
	Strangers	8	7.3
	Total	109	100.0

Source: Field data, 2023.

4.1.1 IMPLICATIONS FROM THE ABOVE FINDINGS

Whereas a high number of married respondents compared to singles could imply a stable demographic with more lively household situations, the high number of Christian respondents might influence both the social and cultural dynamics of the population.

The researcher also observed a significant relationship between education levels and employment status. For instance, mothers in specialized training and above category were the majority, aligning with a higher percentage of employees and independent workers. The other ranks of employment and education levels mentioned in Table 1 point to the varied ways mothers participate in the economy and this calls for stakeholders' effort to formulate more inclusive policies to support all working mothers. The presence of other adults (relatives) aged 18 years and above in the respondents' households indicated a reliance on family networks for various reasons such as childcare.

4.2 IMPACT OF WORK SCHEDULES AND HOURS ON MOTHER-CHILD TIME QUALITY

As illustrated in Table 2 below, the study analyzed respondents' work schedules, times of work, and their impact on mother-child time together. Whereas the majority (n=85, 78%) worked full-time and (n=90, 82.6%) with a preference to during daytime. A significant number of mothers (n=48, 44.0%) admitted that their work schedules affected them negatively, yet the majority of respondents (n=56, 51.4%) said that depending on certain circumstances, they were not be able to select or alter their work schedule.

Table 3: RESPONDENTS' WORK SCHEDULES, HOURS WORKED, AND HOW THEY AFFECTED QUALITY OF MOTHER-CHILD TIME

Response	Frequency	Percentage
Respondents' work schedules		
Full time worker	85	78.0
On-call worker	5	4.6
Part time worker	12	11.0
Seasonal	4	3.7
Temporary	3	2.8
Total	109	100.0
Preferred time for work		
Afternoon	4	3.7
Day time	90	82.6
Evening time	8	7.3
Flexible	5	4.6
Night time	2	1.8
How does your work schedule affect your time together with your children?		
Affects me negatively	48	44.0
Affects me positively	13	11.9
Does not apply	2	1.8
Not in any way	32	29.4
Neutral	14	12.8
Total	109	100.0
Are you in a position to choose or change your work schedules?		
No	2	1.8
Yes	51	46.8
It depends	56	51.4
Total	109	100.0
Do you work on more than one job?		
No	85	78.0
Yes	24	22.0
Total	109	100.0

Source: Field data, 2023

4.2.1 IMPLICATIONS FROM THE ABOVE FINDINGS

Having majority of mothers on full-time jobs posed an obstacle for mother-children quality time. On a few occasions, these interactions were reserved for evenings or weekends thereby coinciding with periods of fatigue for both mothers and children, potentially affecting the quality of their engagement. Flexible and part-time work schedules are considered better for better mother-child interactions. Despite this preference, many mothers reported being unable to choose or change their work schedules, limiting their capacity to spend time with their children. A significant number of mothers admitted that their work schedules affected them negatively while a majority were unable to select or alter their schedules.

Data from qualitative interviews concurs with the above finding as lamented by Children Protection Officer lamented,

“... the fact that working mothers come home with stress from work, in many occasions, they have no time for their children who in the end run ""to any person they think loves them"" for opening up to [wrong characters] in case they have issues to be handled or end up doing whatever elderly person tells them to do for fear just because they have no relationship (good) with the mothers who come tired and with lots of office work, to do, even at home.” (KI1, Children Protection Officer).

4.3 STUDY FINDINGS FOR OBJECTIVE ONE

‘To investigate the various types of non-parental childcare practices for children between 12 - 17 years.’

4.3.1 TYPE AND CHOICE OF NON-PARENTAL CARE BY RESPONDENTS

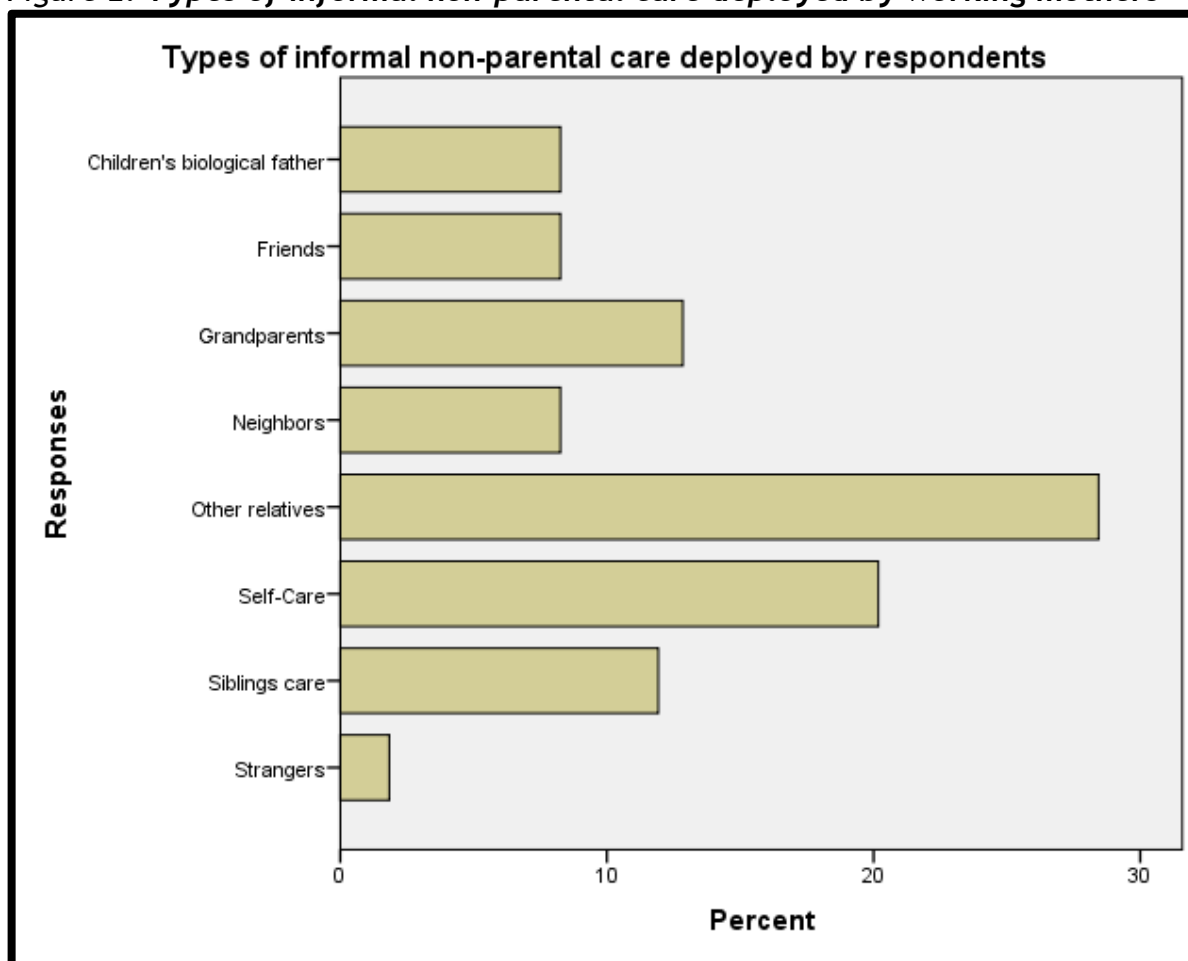
To achieve this objective, the researcher sought to investigate the various non-parental childcare practices utilized by working mothers who had children between 12 and 17 years living in Nansana Municipality. The questionnaire was designed to cover both informal and formal non-

parental care practices. To find the various informal care practices mothers deployed, respondents were asked, “Who takes care of your children while you are at work?”

In this context, formal non-parental care referred to the structured and organised care given to children by people who are not their parents or legal guardians, while informal non-parental care was defined as any unregulated, childcare arrangements where children were cared for by family members such as grandparents, friends, neighbours, siblings or self-care who are not formally trained in childcare (Carlin et al., 2019). Examples of formal non-parental care include; after school activity programs (within community), housemaids, day-care centres, paid relatives care, and housemaids.

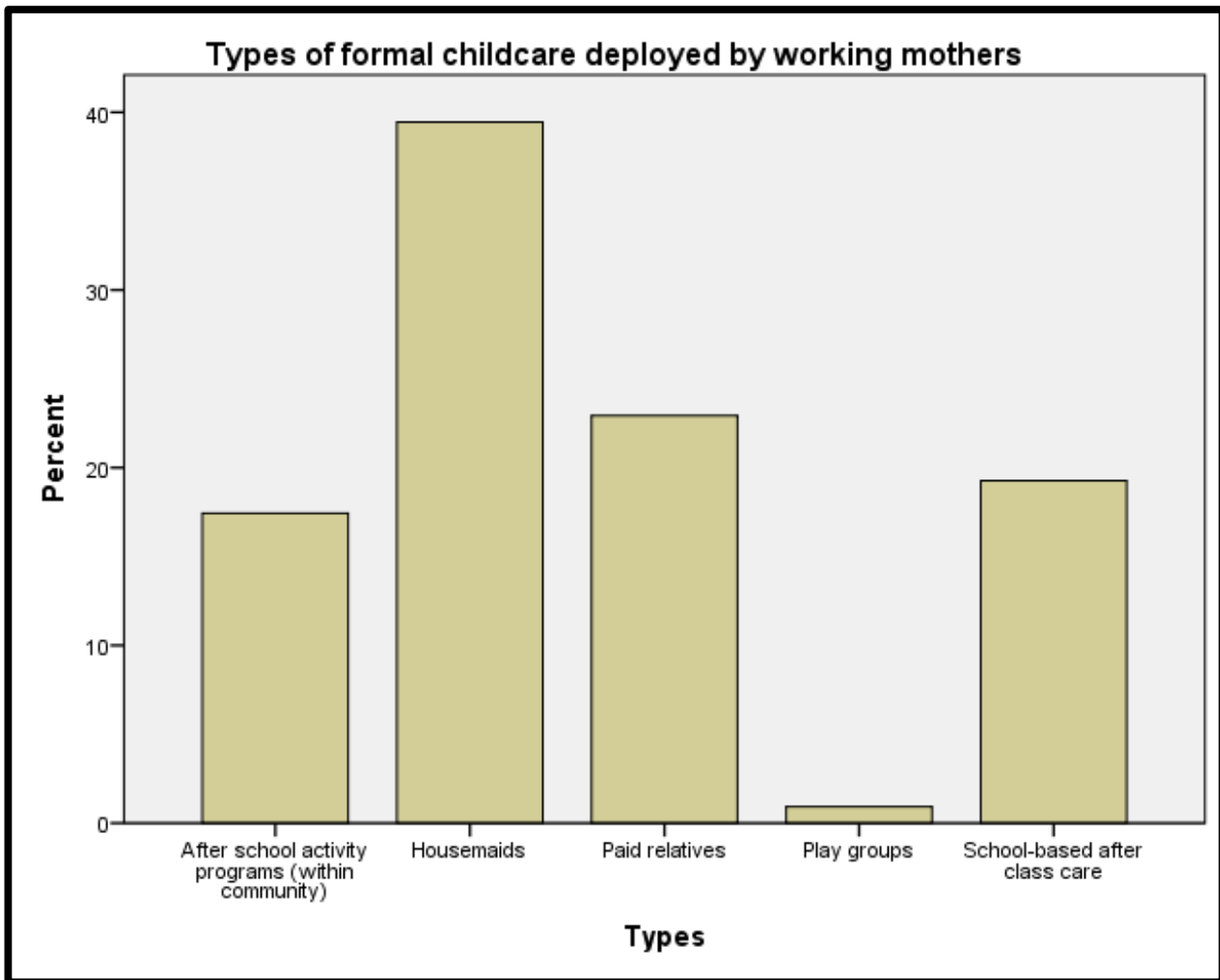
During the study, respondents were required to tick the particular care arrangements they subscribed to as illustrated in figure 2 and 3 below. Regarding formal care, the majority of respondents (n = 43, 39.4%) relied on housemaids’ services, as opposed to other forms. When it came to informal care about 20.2% of them relied on other relatives as informal caregivers. For most respondents, informal care was used as a backup for other formal care practices because it was typically more flexible and less structured compared to formal childcare options.

Figure 2: Types of informal non-parental care deployed by working mothers



Source: Field data (2023).

Figure 3: TYPES OF INFORMAL NON-PARENTAL CARE DEPLOYED BY WORKING MOTHERS



Source: Filed data (2023)

During the qualitative data collection interview, the preference for housemaids was however critiqued by some respondents many respondents experience doubts about their maternal instincts due to a combination of high workloads and inadequate support from their extended family. Many mothers returned home very exhausted literally with no time to connect with their adolescents. Thus many adolescent children were left on their own to negotiate difficult moral environment and situations. In this regard, one Children Protection Officer lamented,

“...even at home when left with the housemaids, these adolescents want to explore a lot, when there is no one to guide them, many times, end in bad groups / company that give the bad advice” (N. R., Children Protection Officer).

“Some of caregivers are also not well groomed and lack skills as well as morals to display to the little ones!! And at times the responsibility is too much for them depending on the number of children one has, a lot to execute e.g. chores in a limited time” (K. J., Teacher/Lecturer).

Another concern raised during qualitative interview was the lack of training for most housemaids. Nearly 80% of the responses inclined on the caregivers' excessive workload and lack of training. Usually, housemaids are burdened with excessive workloads assigned to them. For instance, a housemaid who is responsible for cleaning the home, cook the family meals and offer childcare services while the boss is at work outside the home. It becomes hard to offer all the required attention to the children, not forgetting that some mothers return home when they are too exhausted to attend to their adolescents. As a result, the lack of attention resulted into feelings of neglect and a desire to seek attention from unreliable sources. For instance, one respondent said,

“In my Opinion, care givers give less attention to children of their bosses in terms of grooming them claiming that after all the child/children is/are not mine and I will raise mine in a proper way since they are after pushing time till they leave the current work place for the time they set in their mind. And another thing, bosses also over work caregivers in a way that they (bosses) don't give caregivers time to rest or give less time to caregivers to rest compared the time they spend while working and for this matter once the caregiver gets time to rest and in this time she realizes the child for the boss doing something that is bad or a character that spoils her/him, she will just give it a blind eye after all she over gets tired, this also contributes to the moral decay of adolescents.”

(F. N., Police Officer).

Another respondent said,

“Children tend to pick the characters of the people they socialize with most. If the caregiver has more time with your children it will definitely impact on their morals as Adolescents” (C. N., Social worker).

On being asked, *“How easy is it for you to access formal childcare services in your area?,”* majority (n = 33, 30.3%) said it was very difficult, as opposed to (n = 8, 7.3%) who said it was very easy, as illustrated in table 3 below. These findings suggest that there is a huge gap in

access to formal childcare services in the area surveyed. The high number of respondents facing difficulties accessing these services indicates a need for increased availability or affordability of childcare options.

Table 4: ACCESS TO FORMAL CHILDCARE SERVICES AND CHOICES BY RESPONDENTS

Response	Frequency	Percent
How easy is it for you to access formal childcare services in your area?		
Difficult	11	10.1
Easy	5	4.6
Neutral	8	7.3
Somewhat difficult	18	16.5
Somewhat easy	26	23.9
Very difficult	33	30.3
Very easy	8	7.3
Total	109	100.0

Source: Field data (2023).

4.4 LEVEL OF EDUCATION AND FORMAL CARE CHOICES

Study findings indicated that one’s education level influenced the choice care. While respondents who had attained secondary school education or higher opted for formal and structured care types, those with no education or who had attained just primary education opted for more traditional-like types. For instance, the deployment of housemaids (40%), paid relatives (22.9%) and school-based after-class care (19.3%) was dominant among respondents with secondary education or higher compared to (8.3%) with no formal education (15.6%) who had just completed primary school and preferred traditional care choices such as grandparents. This may be attributed to a lack of information on care programmes or financial constraints.

4.5 FACTORS INFLUENCING WORKING MOTHERS' CHOICE OF FORMAL CARE

Respondents were asked about which criteria they considered while choosing formal caregivers. The study findings indicated that mothers prioritise age-appropriate care, safety, affordability, and respect for cultural values, making these factors crucial in their childcare decisions. While these factors are important, it is also essential to consider the quality of care provided by formal caregivers and their ability to meet the individual needs of each child, which may vary beyond just age-appropriateness and cultural values.

Additionally, the qualitative findings highlighted that the emotional bond and connection between the child and caregiver can greatly impact the child's well-being and development, which should also be taken into consideration.

4.6 IMPACT OF TIME CHILDREN SPEND WITH CAREGIVERS

Regards the question, 'On average, how many hours do your children spend with their caregiver?,' the study findings revealed that children spent varying amounts of time with other caregivers, with majority (36.7%) spending 10 hours or more, while 22.2% spent 1-5 hours, 16.5% between 1-8 hours, and 3.7% between 1-10 hours. The researcher wondered this is an indication of mothers abdicating their responsibility to care for their children.

This trend may have negative implications for the emotional and psychological development of these adolescents, as spending excessive time with caregivers instead of parents can lead to feelings of neglect and detachment. It is crucial for parents to make a conscious effort to prioritize quality time with their children, even if they have demanding work schedules. Building strong relationships and fostering open communication with adolescents is vital for their overall well-being and development. Parents should endeavor to strike a balance between work and family life to ensure that their children receive the attention and support they need during these formative years.

Working mothers should be aware of the effects of allowing their adolescents to spend more time with caregivers since there are advantages and disadvantages for adolescents' moral development and mother-child bonds. For example, spending too much time with caregivers may reduce parental supervision and bonding, which may have an impact on the children's social and emotional growth. Also, formal caregivers should think of offering flexible services that suit with the varying needs of working mothers.

4.7 MOTHERS' AWARENESS OF THEIR ADOLESCENT CHILDREN'S FEELINGS AND CHALLENGES

The study further sought to know the various aspects of the mother-child relationship, thus the question, "Would you say you have a full awareness of your adolescent children's feelings and challenges?" was asked. Findings indicated that 36.7% of respondents were only slightly aware of their adolescent children's feelings and challenges, suggesting they lacked a deeper understanding of their impact.

Additionally, 35.8% of respondents had observed their adolescent's symptoms of sadness, worry, low moods, loneliness, anger, or hatred towards their mother or family. These findings indicate that a significant portion of parents were not be fully aware of their adolescent children's emotional well-being. It is crucial for parents to actively engage with their children, listen to their concerns, and provide support during challenging times. By recognizing and addressing these warning signs early on, parents can help prevent further emotional distress and promote a healthy parent-child relationship.

This finding concurs with that from the qualitative interviews when respondents were asked about the major moral behavioral issues they had noticed while engaging adolescent children. Majority mentioned moral decadency as a serious concern. The use of vulgar language, sexual perversion, and disrespect of elders (moral decadency) were cited by nearly 40% of the respondents as some of the major indicators of moral and behavioral decadence they had

observed in adolescent children. Respondents described instances and major indications of a general decline in morals among adolescents, for instance,

"During my work life, I have noticed that adolescents hate any form of advice. They disrespect elders and always think they are right (F. N., Police Officer).

"They [adolescents] are full of disrespect of elders and have no sense of value for life" (G. M., Teacher).

Furthermore, it is important for parents to seek professional help if they notice persistent or severe symptoms in their adolescent. Mental health professionals can provide guidance on how to best support their child and can offer therapeutic interventions to help them cope with their emotions. Additionally, parents should also prioritize self-care and seek support for themselves if they are feeling overwhelmed by their child's emotional struggles. Remember, taking care of your own well-being is essential in order to effectively support your child through difficult times.

4.8 HOW TO ADDRESS MORAL DECADENCE AMONG ADOLESCENTS

Regards to the question, *"How do you manage moral behavioral issues among adolescents?"* All respondents seemed to agree that creating room for communication was key in addressing the identified moral issues among adolescents. Effective communication between mothers and their adolescents would help in understanding the challenges adolescents face and providing appropriate guidance. A counselor suggested,

"Regular family meetings where everyone can speak openly can make a big difference. It builds trust and understanding."

Research reveals that positive role modeling by caregivers and educators can significantly influence adolescents' behavior. Demonstrating ethical behavior, empathy, and responsibility provides adolescents with a pattern to emulate. An educator emphasized,

"Students need to see us practicing what we preach. They learn more from our actions than our words."

Another respondent, an educationist said,

“I try to practice what I preach. Children learn from the people around them.”

Providing professional counseling and guidance can help adolescents navigate their challenges. Counseling offers a safe space for adolescents to express their concerns and receive professional advice. A school counselor mentioned,

“Many students benefit from having someone to talk to who understands their issues and can offer unbiased guidance.”

Digital detox is defined as a period of time during which a person refrains from using electronic devices such as smartphones or computers, regarded as an opportunity to reduce stress or focus on social interaction in the physical world. Respondents in this study believe that encouraging a digital detox can mitigate the negative impacts of excessive social media use. Setting boundaries for gadget use and promoting offline activities can help adolescents reconnect with the real world. A social worker and parent shared,

“...teaching them to turn off their gadgets when important events are happening. Digital Detox, allows them to learn the discipline of putting their devices in one place and they concentrate on one event like table eating manners.”

“[I] identify the moral behavioral issue, find a proper way to address it. It could be a group or individual basis. The handling defers” (Children Protection Officer).

“Being exemplary, offer guidance and counselling, eradicating practices that support decay, God fearing practices should be encouraged” (J. K., Teacher).

“By creating time and talk to them, advising them according to the Biblical council. I [show] them the after effects of what they think is good and yet it will destroy their future as they grow up if they go into it.”

4.9 PROPOSED INTERVENTIONS FOR WORKING MOTHERS TO MANAGE MORAL DECADENCY AMONG ADOLESCENTS

During the interviews for qualitative data, respondents were asked to share ideas and interventions to working mothers whose adolescent children are experiencing delinquency and moral character issues. The following were proposed;

4.9.1 PRIORITIZING TIME WITH CHILDREN

About (n=4, 20%) respondents suggested that giving a special consideration of time with adolescents is one of the ways working mothers can help their troubled adolescent children.

Some responses include;

"We all need money, but it can't be put above one's child. Working mothers should remember, gaining all the money in the world while forsaking your own child is of no benefit to you or to the child you're working for. Working mothers must have time for their children, on either a daily basis or a weekly basis to be able to know/share what their children are facing in their absence and give/provide meaningful solutions." Child protection officer

"Create time to get involved in their children's lives, for example, do homework with them on weekends," (R.O., Counselor).

"Get leave from work and mentor children. Get morally upright caregivers or give up work till children reach at least school age." Teacher TGX

"They should create time for their children. Children need a listening ear," (C. T., Teacher).

4.9.2 ENCOURAGING MOTHER-CHILD DIALOGUES

Similarly, about (n=3, 15%) respondents were of the view that maintaining open communication lines with adolescents would mitigate some of the moral issues identified.

"To explain why something is wrong to your child rather than just stating it's wrong. Always be there to listen to your children and always advise them accordingly," (E. L., Educationist).

"Free communication with the children, open speech with adolescent, prayers in un common places. That they are not familiar with. Not sending our children to relatives that often expose them to sexual behavior sometimes in the name of degrading cultures," (R. D., Social worker).

"Let them create some time and listen to these adolescents and hear from them, know who their friends are, etc. They should advise these adolescents accordingly after listening to them," (S. S., Faith leader).

4.9.3 SPIRITUAL GUIDANCE

About (n=4, 20%) of the respondents seemed to agree on the importance of instilling the fear of God in adolescents' lives.

"Mothers should always raise their children in God because no matter comes their

children's way, the Holy Spirit will always control their actions and will always guide them" (F. N., Police officer).

"Seek counselling, prayer, build relationships with the children and walk with

"They can also teach them the love and fear of God and also pray with them."

"Encouraged youth seminars especially church organized" (S.S., Faith Leader).

4.9.4 BEING AVAILABLE FOR CHILDREN'S ACTIVITIES

About (n=2, 10%) emphasized the importance of working mothers scheduling time to participate in the children's activities be it at home, school or at the community level.

"Working mothers should be friends to their children, at all cost." Social worker

"Let them create some time and listen to these adolescents and hear from them, know who their friends are, etc. They should advise these adolescents accordingly after listening to them...not attacking them, not abusing them, or condemning them. They should befriend them and also create some time to take them out for a cup of coffee and show them some love and care" (S. S., Faith Leader).

4.9.5 ENCOURAGING MORAL GUIDANCE

About (n=2, 10%) respondents stressed the need for mothers to encourage moral guidance among their adolescents;

"To counsel their children, to be strict on moral issues, to live by example and keep following up on their children's deeds" (E. N., Human Resource Personnel).

"They should never defend their children from the wrong they have done."

"They should never use money to cover up the wrong the child has done or else, they will use that money to pay/hire a lawyer for whatever outcome"
(Children Protection Officer).

4.9.6 SOLICITING FOR COMMUNITY SUPPORT

About (n=3, 15%) respondents seem to believe in the African proverb that a child belongs to the entire community. They stressed the need for working mothers to leverage on support provided within their respective communities. These would include neighbors, friends among others.

"Get leave from work and mentor children. Get morally upright caregivers or give up work till children reach at least school age" (T. G, X., Teacher).

"Seek counselling, prayer, build relationships with the children and walk with them. (S. A., Social Worker).

One respondent, a social worker, however warned mothers on sending the children to some relatives as they would corrupt their morals in the name of teaching some cultural practices.

"...Not sending our children to relatives that often expose them to sexual behavior sometimes in the name of degrading cultures." Social worker RD.

4.10 STUDY FINDINGS FOR OBJECTIVE TWO

'To analyze the relationship between non-parental care practices and the moral values of adolescents'

To achieve this objective, the researcher used Pearson's correlation coefficient between the independent variables and the dependent variables in order to determine the relationship between non-parental care practices and the moral values of adolescents as shown below. The Pearson Correlation Coefficient can take a range of values from +1 to -1, where a value of 0 indicates there is no association between the two values and a value greater than 0 indicates a positive association. Thus, as the value of one variable increases, so does the value of the other. The relationships between the variables are shown in the table 14.

Table 5: CORRELATION BETWEEN NON-PARENTAL CARE PRACTICES AND ADOLESCENT MORAL VALUES

	1	2
Non-Parental Care Practices (1)	1	
Moral Values of adolescents (2)	-0.402*	1

Source: Field data (2023).

*. Correlation is significant at the 0.05 level (2-tailed).

The results revealed that non-parental care practices and the moral values of adolescents have a weak, negative, and significant association at 5% ($r = -0.402$, $P 0.05$). This negative

relationship means that an increase in non-parental care practices results in a reduction in the moral values of adolescents, and a decrease in non-parental care support results in an increase in the moral values of adolescents. For example, adolescents who spend more time with housemaids or in after-school care arrangements may be exposed to negative influences that conflict with their parents' desired moral values. Equally, adolescents who receive consistent guidance and support from their parents may be more likely to uphold positive moral values.

Thus this finding calls for a collaborative effort from parents, caregivers and the community at large to devise means to mitigate this negative impact. This could be achieved through initiatives that can enhance parental continuous engagements aimed at supporting moral character development for adolescents in non-parental care arrangements.

4.11 RESEARCH FINDINGS FOR OBJECTIVE THREE;

‘To determine the role of Counseling Services in Improving the Quality of Non-Parental Care for Adolescents’

To achieve the stated objective, the researcher used the regression analysis calculation to determine the role of counseling services in improving the quality of non-parental care for adolescents with socially acceptable moral values as per the results illustrated in table 5.

Table 6: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.232 ^a	.054	.047	.497

a. Predictors: (Constant), Counseling services

The results illustrated in Table 5 above indicate that the R of the model is 0.232; this implies that counselling services explain only a 23.2% change in the quality of non-parental care for adolescents with socially acceptable moral values. The R value, which sometimes is referred to as the coefficient of determination helps to measure the proportion of variance in variables the dependent variable (in this case, the quality of non-parental care and counseling services). With an R value of 0.232 means that the model explains 23.2% of the variation in the quality of non-parental care based on the presence or quality of counseling services provided to adolescents.

Thus the finding indicates that counseling services account for about 23.2% of the changes in the quality of non-parental care. This percentage reflects the extent to which counseling can influence or improve the quality of care that adolescents receive outside of parental supervision.

On the other hand, the finding also highlights that 76.8% of the variation in the quality of non-parental care is influenced by other factors which were not captured by the model. This significant portion suggests that while counseling services are a factor, they are not the sole determinant of the quality of non-parental care.

The results imply that to fully understand what affects the quality of non-parental care for adolescents, particularly those with socially acceptable moral values, it is crucial to consider a broader range of factors to mention but a few; family dynamics, socio-economic status, the educational environment, peer influences, non-parental care settings, the role of community and cultural factors, and the specific content and delivery of counseling services.

Table 7: ANOVA

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.916	1	1.916	7.767	.006 ^b
Residual	33.541	136	.247		
Total	35.457	137			

a. Dependent Variable: Quality of non-parental care

b. Predictors: (Constant), Counseling services

The results in Table 7 indicate that the regression model is a good fit for predicting the dependent variable. This is evidenced by the F-statistic value of 7.767 and a p-value of less than 0.006. The F-statistic measures the overall significance of the regression model, comparing the fit of the model against a model with no predictors. A higher F-statistic value suggests that the independent variables collectively provide a better explanation of the variance in the dependent variable compared to an intercept-only model.

The p-value associated with the F-statistic tests the null hypothesis that the model with no predictors fits the data as well as the current model. A p-value less than 0.05 (or another significance level, like 0.01) typically indicates that the null hypothesis can be rejected, meaning that the regression model provides a statistically significant improvement in fit over the baseline model. In this case, with a p-value of less than 0.006, the model's predictors are considered statistically significant, making the model a good fit for the data. This suggests that the independent variables included in the model are relevant and provide meaningful contributions to predicting the dependent variable.

COEFFICIENTS

Table 8: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.830	.155		11.772	.000
Counseling services	.104	.037	.232	2.787	.006

a. Dependent Variable: **Quality of non-parental care**

The result in table 8 above, imply that keeping other factors constant, a positive and significant relationship exist between counseling services and quality of non-parental care for adolescents with socially acceptable moral values at 1% (B = 0. 104, P<0.01). This means that a unit change in counseling services leads to 0.104 positive changes in the quality of non-parental care for adolescents with socially acceptable moral values. It can thus be concluded that counseling services contribute significantly to improved non-parental care quality.

The regression equation from this model is: $\text{Quality of non-parental care} = 1.830 + 0.104 \text{ Counseling services}$. Thus, the regression analysis suggests that counseling services play a significant role in improving the quality of non-parental care for adolescents with socially acceptable moral values. The positive coefficient indicates that as counseling services increase, there is a positive impact on the quality of non-parental care.

The findings suggest that future research should explore additional variables and factors that could significantly impact the quality of non-parental care. This could involve looking into different types of non-parental care settings, the role of community and cultural factors, and the specific content and delivery of counseling services. Overall, while counseling services play a

role in the quality of non-parental care for adolescents, they are part of a larger range of influences that shape adolescents' development.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 INTRODUCTION

This chapter gives an analysis of the study findings on Non-Parental Care Practices and Moral Character Development among Children of Working Mothers in Nansana Municipality. Also, the implications of the findings is offered in some sections.

5.1 KEY FINDINGS FOR OBJECTIVE ONE

The study findings revealed that working mothers in Nansana Municipality relied on both informal (grandparents, siblings, friends) and formal (housemaids, school-based care, after-school programs within the community) non-parental care for their adolescent children. Over 61% of these mothers lived with other adults in their households, indicating a strong dependence on extended family networks for childcare. This aligns with findings from studies in various cultural contexts (Felfe & Lalive, 2018; Gupta & Simonsen, 2010), which suggest that while extended family care provides emotional security and cultural continuity, it also introduces variability in care quality.

Studies in Sub-Saharan Africa (Nsamenang, 2008; Ocholla & Akinyi, 2020) further highlight that reliance on kinship-based childcare may expose children to differing moral standards, discipline practices, and even risks such as early exposure to inappropriate behaviors. Interview data from this study emphasized this concern, as one participant noted, "...[we shouldn't be] sending our children to relatives that often expose them to sexual behavior sometimes in the name of degrading cultures." This aligns with research by Weisner (2014), who found that in some societies, inconsistent caregiving from extended families may contribute to children's exposure to conflicting moral frameworks.

Additionally, Uganda's lack of regulatory policies for non-parental care services further complicates the situation. Unlike Western countries with structured childcare accreditation systems (OECD, 2019), Uganda's informal caregiving arrangements remain largely unregulated, leading to potential risks in children's holistic well-being. This reflects broader trends observed in other developing contexts (Samson & Baguma, 2021), where the absence of formal oversight in non-parental care correlates with disparities in child outcomes, particularly in social and moral development.

Furthermore, the study revealed that approximately 78% of working mothers held full-time jobs, which resulted in limited parent-child interaction and challenges in fostering strong moral development. Similar patterns have been reported in Western settings (Keller, 2018; McLeod, 2017), where full-time employment among mothers has been linked to weakened parental influence over children's moral outcomes. In a comparative perspective, Randolph-Koranteng (2023) documented in Norway that work-care conflicts among mothers led to emotional strain, affecting their ability to consistently enforce moral guidance. However, unlike Uganda, Norway's robust parental leave policies and childcare subsidies help mitigate these effects (Ellingsæter, 2012). This challenge highlights the significance of policy frameworks in shaping the moral and social outcomes of children under non-parental care.

These findings highlight the need for structured, high-quality childcare solutions that balance maternal employment with children's moral character development. Comparative literature suggests that interventions such as subsidized childcare services, parental education programs, and community-based mentorship initiatives (Heckman, 2011; Esping-Andersen, 2016) could enhance caregiving consistency and reinforce moral development in children of working mothers.

5.2 KEY FINDINGS FOR OBJECTIVE TWO

The results of the correlation study revealed a slightly significant negative relationship between adolescents' moral values and non-parental care practices. This suggests that as reliance on non-parental care increases, adolescent moral standards tend to decline, although moderately. This aligns with previous research (Khalid & Malik, 2024; Kim et al., 2022), which underscores the crucial role of parental involvement in shaping children's moral development. Studies in various contexts (Heckman, 2011; Keller, 2018) highlight that parental guidance is instrumental in reinforcing social norms, empathy, and ethical reasoning in children. The reduced parental supervision associated with increased use of non-parental care may lead to inconsistent moral instruction, exposing adolescents to behavioral challenges such as diminished self-regulation, increased risk-taking, and susceptibility to negative peer influences (Siregar et al., 2020).

This study further suggests that the moral implications of non-parental care are not uniform but rather dependent on several contextual factors, including the type and quality of alternative caregiving arrangements. Research by Rashid et al. (2014) found that informal caregivers, such as relatives, may model inconsistent moral teachings due to generational gaps, cultural differences, or conflicting disciplinary approaches. Similarly, Kim et al. (2022) observed that institutional childcare settings, although structured, may lack the emotional depth and personalized moral instruction typically provided by parents. The qualitative data in this study echoed these concerns, with participants pointing out that some non-parental caregivers, particularly in informal care settings, may expose adolescents to inappropriate behaviors or fail to reinforce essential moral values consistently.

However, the weak but significant correlation observed in this study suggests that while non-parental care contributes to adolescent moral development challenges, it is not the sole determinant. This is consistent with research by Randolph-Koranteng (2023), which found that maternal employment, household socio-economic status, peer influence, and media exposure also play crucial roles in shaping adolescent morality. For instance, some studies indicate that children in high-quality non-parental care environments, such as well-regulated daycare centers or structured after-school programs, may develop strong moral foundations through exposure to prosocial peer interactions, structured ethical lessons, and guided discipline (Esping-Andersen, 2016; Heckman, 2011). This suggests that the nature of non-parental care, rather than its mere presence, may be a more critical factor in determining its impact on moral development.

Moreover, the broader challenge of work-family balance among working mothers, as highlighted in studies from diverse socio-economic contexts (Siregar et al., 2020; Khalid & Malik, 2024), further complicates the relationship between non-parental care and adolescent moral values. Research in Western societies (Ellingsæter, 2012) has shown that strong social policies, such as parental leave and subsidized childcare, help mitigate the negative effects of maternal employment on child development. In contrast, in developing contexts where such policies are limited, working mothers often struggle to maintain consistent moral supervision, reinforcing the need for targeted interventions such as parental education programs and structured after-school moral development initiatives.

Thus these findings contribute to the ongoing discourse on non-parental care by illustrating that while increased reliance on alternative caregivers can pose challenges to adolescent moral development, its impact is shaped by multiple interacting factors, including the type of care, socio-economic conditions, and cultural context. Future research could explore

strategies for enhancing the quality of non-parental care to ensure that it complements, rather than undermines, the moral development of children in working-mother households.

5.3 KEY FINDINGS FOR OBJECTIVE THREE

The third objective of this study was to assess the impact of counseling services on the quality of non-parental care provided to adolescents, particularly in fostering socially acceptable moral values. The correlational analysis results, as presented in Chapter 4, showed a coefficient of determination (R^2) of 0.232, indicating that counseling services accounted for 23.2% of the variation in the quality of non-parental care. This finding underscores the critical role of counseling in addressing the moral and behavioral challenges faced by adolescents under non-parental care arrangements.

In line with earlier studies (Creswell & Poth, 2018; Corey, 2020), which emphasize counseling as a crucial intervention for enhancing the psychosocial well-being of both caregivers and adolescents, this study found a robust and favorable association. Through systematic assistance, counseling gives caregivers the tools they need to address behavioral issues, uphold moral principles, and manage challenging child-rearing situations. In a similar vein, adolescents gain from therapy by gaining techniques for ethical reasoning, conflict resolution, and emotional support—all of which help their moral growth. This is consistent with research by Durlak et al. (2011), which showed that counseling-based interventions greatly enhance adolescents' capacity for self-control and judgment, lessening harmful behaviors like delinquency and aggressiveness.

Studies by Darling & Steinberg (2017) and Berkowitz (2012) point to moral development in teenagers being much reinforced by elements including caregiver training, community-based mentoring programs, and policy support systems. For instance, structured caregiver training programs, as observed in studies from Scandinavian countries (Ellingsæter, 2012; Esping-

Andersen, 2016), have been shown to enhance the consistency and effectiveness of moral guidance provided by non-parental caregivers. In contrast, in developing contexts such as Uganda, where formal caregiver training is limited, moral instruction often varies widely, leading to inconsistencies in child-rearing practices (Nsamenang, 2008).

Furthermore, policy frameworks play a crucial role in determining the effectiveness of non-parental care. Countries with strong regulatory policies for childcare, such as Norway and Canada, have demonstrated better moral and behavioral outcomes among children in alternative care settings (Randolph-Koranteng, 2023). In Uganda, the absence of standardized guidelines for non-parental care providers creates a gap in quality assurance, making it difficult to ensure consistent moral guidance. This makes it even more important for policymakers to include counseling in training programs for caregivers so that moral development is always taken into account in settings other than parental care.

Additionally, community involvement has been identified as a key moderating factor in the effectiveness of counseling services. Studies by Heckman (2011) and Weisner (2014) suggest that when counseling is complemented by community-based mentorship and structured socialization programs, adolescents in non-parental care settings experience stronger moral reinforcement. This finding suggests that future interventions should adopt a holistic approach, integrating counseling with community support systems to maximize their impact on adolescent moral development.

Thus the study's findings highlight the significance of counseling services in enhancing the quality of non-parental care and reinforcing adolescents' moral values. However, the results also indicate that counseling alone is insufficient in addressing all the challenges associated with

non-parental care. To optimize its impact, counseling should be complemented by caregiver training, policy interventions, and community engagement initiatives. Future research should explore these additional factors in greater detail, particularly in the context of developing countries where non-parental care arrangements are highly prevalent but often lack formalized support structures.

CHAPTER SIX:

CONCLUSIONS AND RECOMMENDATIONS

6.0 CONCLUSION OF THE STUDY FINDINGS

This study examined the relationship between non-parental care practices and moral character development among children of working mothers in Nansana Municipality, Uganda. Given the increasing participation of mothers in full-time employment, the study sought to understand how different non-parental care arrangements—both formal (such as school-based programs, daycare centers, and after-school care) and informal (such as relatives, siblings, and housemaids)—influence children's moral values. The research was guided by three key objectives:

1. To identify the common types of non-parental care arrangements used by working mothers in Nansana Municipality.
2. To assess the relationship between non-parental care practices and the moral character development of adolescents.
3. To examine the impact of counseling services on the quality of non-parental care and its role in fostering moral values.

The study employed a mixed-methods approach, combining both quantitative and qualitative data collection techniques. Surveys and structured interviews were conducted with working mothers, caregivers, and adolescents to gather insights into the nature and quality of non-parental care arrangements. Correlation and regression analyses were used to establish relationships between the variables under study. Qualitative data from interviews provided deeper insights into the lived experiences and perceptions of mothers and caregivers regarding adolescent moral development.

SUMMARY OF FINDINGS

1. TYPES OF NON-PARENTAL CARE ARRANGEMENTS:

- Working mothers in Nansana Municipality relied on both formal and informal non-parental care arrangements for their children.
- Informal care arrangements were the most prevalent, with grandparents, siblings, and friends playing a major role in child supervision.
- Formal care options, such as school-based programs, daycare centers, and after-school community-based care, were also used but were less common due to affordability and accessibility challenges.
- Over 61% of mothers lived with other adults in their households, highlighting a strong reliance on extended family members for childcare.

2. IMPACT OF NON-PARENTAL CARE ON MORAL CHARACTER DEVELOPMENT:

- The study found a slightly significant negative correlation between adolescents' moral values and non-parental care practices, indicating that an increased reliance on non-parental care was associated with a decline in moral character development.
- Adolescents who spent more time under non-parental supervision, especially in informal settings, were more likely to face moral and behavioral challenges due to inconsistent guidance.
- While non-parental care played a role in shaping moral character, the correlation analysis suggested that other factors, such as peer influence, parental engagement, and socio-economic conditions, also significantly affected moral development.
- Concerns were raised about the exposure of children to negative influences, including cultural practices that may not align with socially accepted moral values.

3. IMPACT OF COUNSELING SERVICES ON THE QUALITY OF NON-PARENTAL CARE:

- Regression analysis revealed a strong positive correlation ($R^2 = 0.232$) between the quality of non-parental care and access to counseling services.
- Counseling services were found to improve the quality of non-parental care by 23.2%, demonstrating their role in equipping both caregivers and adolescents with the necessary moral guidance and emotional support.
- However, the relatively low percentage of explained variance suggests that other factors, such as caregiver training, policy support, and community involvement, also play crucial roles in enhancing the moral development of adolescents.
- The study highlighted the need for structured counseling programs within schools and community settings to provide continuous moral guidance for adolescents in non-parental care.

In short, the study highlights the complex relationship between non-parental care and moral character development among adolescents in working-mother households. While non-parental care is essential in supporting working mothers, its quality and consistency significantly affect children's moral upbringing. Informal care arrangements, though widely relied upon, present risks related to inconsistent moral instruction and exposure to negative behaviors. Counseling services were identified as a key intervention to mitigate these challenges, improving non-parental care quality and fostering moral values among adolescents. However, further research is needed to explore additional factors influencing moral development, including caregiver training, policy interventions, and community-based support structures.

6.2 RECOMMENDATIONS FROM THE STUDY

- i) Working women should make time for their children, especially the adolescents, a priority. Since more than 61% of them have other family members living with them, the government and other stakeholders need to enlighten them make good use of these support networks.
- ii) It is crucial to plan community workshops on parental involvement, work-family balance, and delinquency. Given that 78% of moms work full-time jobs with little flexibility in their schedules, employers should likewise be encouraged to implement flexible work practices. Implementing family-friendly workplace policies, such as flexible hours, parental leave, and employer-sponsored counselling, can help working mothers balance responsibilities and support their children's well-being.
- iii) Over 30% of mothers struggled to access formal childcare, emphasizing the need for policies supporting working mothers. The policies should be inclusive considering both formal and informal working mothers' specific requirements and challenges. More than 39% relied on housemaids for childcare, requiring investment in vocational training for childcare providers. It's crucial to ensure affordable childcare for all working mothers and regulate formal childcare facilities with ongoing caregiver training.
- iv) A respondent suggested that the government and Uganda Communications Commission impose restrictions on TV channels to limit indecent content accessible to all ages.
- v) Over 47% of mothers disagree with understanding community services for working mothers, suggesting accessible counselling services in educational institutions and community centers. They suggest professional counsellors, communication channels, and programs to raise moral decay awareness.
- vi) The government should create designated recreational areas for adolescents in all communities to promote physical health and social interaction. These spaces would reduce

screen time, encourage group activities, and offer skill-building opportunities, fostering a sense of community and belonging.

vii)The government could provide research grants for long-term studies on moral education and workplace flexibility, focusing on diverse demographics in Uganda. Such studies would fill a research gap and help improve policy formulation.

This study highlighted the correlation between the non-parental care practices and moral character development among adolescents of working mothers in Nansana Municipality. Key findings reveal the value of parental participation, the need for organised childcare arrangements, and the importance of counselling services. In order to ensure that adolescents develop holistically into morally responsible adults, parents, caregivers, policy makers, and the community at large must work together to address the issues raised by this study. Further investigations into these interactions are necessary to provide a more comprehensive understanding and inform effective interventions.

REFERENCES

- Afrin, M. S., & Khalid, M. [2021]. Maternal Deprivation: The Effects on Moral, Cognitive and Behavioural Development in Children.
- Agriani, F. (2023). Counseling Guidance Teacher Services in Increasing Student Learning Motivation from Broken Home Families. *Elementaria: Journal of Educational Research*, 1(1), 1-13. Retrieved from https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Counseling+Guidance+Teacher+Services+in+Increasing++Student+Learning+Motivation+from+Broken+Home+Families&btnG=
- Alieksieieva, I., Bihun, N., Chukhrii, I., Honcharovska, H., Kalishchuk, S., & Otych, D. (2022). Formation of Moral Self-Consciousness in Adolescents in the Process of Psychological Counselling. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 13(1Sup1), 207-219. Retrieved from file:///C:/Users/peace.nagawa/Downloads/4782-Article%20Text-17054-1-10-20220322.pdf
- AL-Tkhayneh, K. M., Ellala, Z. K., Al-takayneh, F. M., Abu-Attiyeh, J. H., & Alsalhi, N. R. (2023). The attitudes of working mothers towards the negative aspects of working for long periods of time on behavioral counseling for their children.
- Angus, M. H., Straske, D., Ramirez, G. G., Nevins, J., & Shah, H. (2023). Understanding the Strengths of Family, Friend, and Neighbor Care. *Ann Arbor*, 1001, 48104-1912.
- Aredo, T. (2023). *Causes of Children's Streetism and Its Interventions Strategies in Kirkos-Sub City of Addis Ababa City Administration* (Doctoral Dissertation, St. Mary's University). Retrieved from <http://repository.smuc.edu.et/bitstream/123456789/7716/1/Tadesse%20Aredo2023.pdf>
- Armitage, M. and Walker, S. (2009). 'Approaching Someone for Help', in Cleaver, H. Cawson, P. Gorin, S. and Walker, S. (eds) *Safeguarding Children: A Shared Responsibility*. Chichester:

Wiley-Blackwell.

- Averdijk, M., Besemer, S., Eisner, M., Bijleveld, C., & Ribeaud, D. (2011). The relationship between quantity, type, and timing of external childcare and child problem behaviour in Switzerland. *European Journal of Developmental Psychology*, 8(6), 637-660.
- Arslan, G., & Wong, P. T. (2022). Measuring personal and social responsibility: an existential positive psychology approach. *Journal of Happiness and Health*, 2(1), 1-11.
<http://www.drpaulwong.com/development-and-validation-of-the-responsibility-scale-an-existential-positive-psychology-approach/>
- Batra, S. (2013). The psychosocial development of children: Implications for education and society—Erik Erikson in context. *Contemporary Education Dialogue*, 10(2), 249-278.
- Barlian, U. C., Rosyadah, R., & Juniarti, R. (2023). Parenting management in growing independence in children: 10.2478/bjlp-2023-00000188. *Baltic Journal of Law & Politics*, 16(3), 2510-2519.
- Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544-559.
<https://doi.org/10.46743/2160-3715/2008.1573>
- Berkowitz, M. W. (2012). *Moral and character education: Theory and practice*. Routledge.
- Bhakta, D. K. (2017). Degradation of moral values among young generation: A contemporary issue in India. *International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS)*, 7969(128), 128-133.
- Bornstein, M. H., & Putnick, D. L. (2016). Mothers' and Fathers' Parenting Practices with Their Daughters and Sons in Low-and Middle-Income Countries. *Monographs of the Society for Research in Child Development*, 81(1), 60.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5863585/pdf/nihms949881.pdf>

- Braun, V., & Clarke, V. (2022). Conceptual and design thinking for thematic analysis. *Qualitative Psychology*, 9(1), 3. Retrieved from <https://psycnet.apa.org/journals/qua/9/1/3/>
- Carlin, C., Davis, E. E., Krafft, C., & Tout, K. (2019). Parental preferences and patterns of child care use among low-income families: A Bayesian analysis. *Children and Youth Services Review*, 99, 172-185.
- Călin, M. F., Sandu, M. L., & Precup, I. I. (2022). The relation between attachment styles and self-esteem in adolescents. *Technium Social Sciences Journal*, 33, 430-455. Retrieved from https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=The+relation+between+attachment+styles+and+self-esteem+in+adolescents&btnG=
- Chairani, R., Palestin, B., & Nuraeni, A. (2022). Effective Communication the Foundation of Family Resilience towards Healthy Adolescent. *Journal of Drug Delivery and Therapeutics*, 12(6), 94-97.
- Chandiru, N. (2013, February 19). Maids: Cant live with them, cant live without them. New vision. <https://www.newvision.co.ug/news/1314479/maids-live-live>
- Charmila, S., Wahdini, E., & Suriansyah, A. (2019). The effect of parents of the parents and the position of children with family strength on self-assistance. *Journal of K6, Education, and Management*, 11(1), 1-7. doi: <http://dx.doi.org/10.11594/jk6em.02.01.01>
- Cherry, K. (2013). Attachment theory: the importance of early emotional bonds. *Psychology Today*. Retrieved from: <https://www.verywellmind.com/what-is-attachment-theory->
- Chernokova, T. E., & Gulyaeva, A. L. (2022). The Development of Moral Consciousness in Older Preschool Children through Problematic Contradictory Situations. *Cultural-Historical Psychology*, 18(2), 108-115.
- Cheung, C. K., Chan, W. T., Lee, T. Y., Liu, S. C., & Leung, K. K. (2001). Structure of moral consciousness and moral intentions among youth in Hong Kong. *International Journal of Adolescence and Youth*, 9(2-3), 83-116.

- Chowdhury, M. (2018). Emphasizing morals, values, ethics, and character education in science education and science teaching. *MOJES: Malaysian Online Journal of Educational Sciences*, 4(2), 1-16.
- Cleave, P. (2020, December 3,). What Is A Good Survey Response Rate?
<https://www.smartsurvey.co.uk/blog/what-is-a-good-survey-response-rate>
- Colavito, D. (2023). Parenting Practices in Adolescence and Their Influence on Subsequent Eating Disorders (Doctoral dissertation, Syracuse University).
- Corcoran, L., & Steinley, K. (2017). Early Childhood Program Participation, Results from the National Household Education Surveys Program of 2016. First Look. NCES 2017-101. National Center for Education Statistics. Retrieved from
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017101>
- Craig, L., & Churchill, B. (2018). Parenting stress and the use of formal and informal child care: Associations for fathers and mothers. *Journal of Family Issues*, 39(12), 3203-3224.
 Retrieved from
https://journals.sagepub.com/doi/pdf/10.1177/0192513X18776419?casa_token=YgVXi3WbqP0AAAAA:7EqubgDaxJD3N0npTh3IsaAlB-jAh0l9z7N9oBCVVAEJ72dUMpc26h8s21yk8KXnLl66J1AiXBKA
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Corcoran, L., & Steinley, K. (2017). Early Childhood Program Participation, Results from the National Household Education Surveys Program of 2016. First Look. NCES 2017-101. National Center for Education Statistics. Retrieved from
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017101>
- Creswell, J & Plano-Clark, V. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications, Inc.

- Crosnoe, R., & Kalil, A. (2010). Family investments in children's potential: Resources and parenting behaviors that promote success. In *Handbook of Early Childhood Development Research and Its Impact on Global Policy* (pp. 109-125). Routledge.
- Daling, E. S. S. (2023). *Parental Absence and Life Satisfaction in Adolescents: The Impact of Parental Support and Self-Efficacy* (Master's thesis). Retrieved from <https://www.duo.uio.no/bitstream/handle/10852/104053/Parental-Absence-and-Life-Satisfaction-in-Adolescents.pdf?sequence=1>
- Darling, N., & Steinberg, L. (2017). Parenting style as context: An integrative model. *Psychological Bulletin*, 113(3), 487-496. <https://doi.org/10.1037/0033-2909.113.3.487>
- Dahabreh, I. J., Robertson, S. E., Steingrimsson, J. A., Stuart, E. A., & Hernan, M. A. (2020). Extending inferences from a randomized trial to a new target population. *Statistics in medicine*, 39(14), 1999-2014.
- Deakin University (2022). Qualitative Study Design. Retrieved from <https://deakin.libguides.com/qualitative-study-designs>
- De Clerck, H. M., Willems, R., Timmerman, C., & Carling, J. (2011). Instruments and guidelines for qualitative fieldwork. EUMAGINE Project, Paper, 6B.
- deVise-Lewis, E. (2012). Family support services and alternative care in Sub-Saharan Africa. Hong Kong: Child Frontiers Ltd. Retrieved from https://resource-centreuploads.s3.amazonaws.com/uploads/background_paper_family-support-services-alternative-care_english_small.pdf
- De Wet, N., Somefun, O., & Rambau, N. (2018). Perceptions of community safety and social activity participation among youth in South Africa. *PLoS one*, 13(5), e0197549.
- Del Boca, D., Locatelli, M., & Vuri, D. (2005). Child-care choices by working mothers: The case of Italy. *Review of Economics of the Household*, 3(4), 453-477. Retrieved from <https://link.springer.com/article/10.1007/s11150-005-4944-y>

- Demchenko, I., Maksymchuk, B., Bilan, V., Maksymchuk, I., & Kalynovska, I. (2021). Training Future Physical Education Teachers for Professional Activities under the Conditions of Inclusive Education. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 12(3), 191-213. <https://doi.org/10.18662/brain/12.3/227>
- Diana, R. R., Chirzin, M., Bashori, K., Suud, F. M., & Khairunnisa, N. Z. (2021). Parental engagement on children character education: The influences of positive parenting and agreeableness mediated by religiosity. *Cakrawala Pendidikan*, 40(2), 428-444.
- DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2016). How effective are mentoring programs for youth? A systematic assessment of the evidence. *Psychological Science in the Public Interest*, 12(2), 57-91.
- Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (2015). Social and emotional learning programs for adolescents: Impact on social skills and emotional well-being. *Child Development*, 86(4), 1036-1054.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
<https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Ellemers, N., Van Der Toorn, J., Paunov, Y., & Van Leeuwen, T. (2019). The psychology of morality: A review and analysis of empirical studies published from 1940 through 2017. *Personality and Social Psychology Review*, 23(4), 332-366. Retrieved from: <https://journals.sagepub.com/doi/full/10.1177/1088868318811759>
- Ellingsæter, A. L. (2012). Leave policy in the Nordic welfare states: A case of path-dependency? *International Journal of Sociology and Social Policy*, 32(1/2), 80-93.
<https://doi.org/10.1108/01443331211201724>
- Else, H., Fieroze, F., Shawon, R. A., Nasreen, S., Hicks, J. P., Das, M., ... & Saidur, M. (2020).

- Understanding demand for, and feasibility of, centre-based child-care for poor urban households: a mixed methods study in Dhaka, Bangladesh. *BMC public health*, 20, 1-14.
- Esping-Andersen, G. (2016). *Families in the 21st century*. Edward Elgar Publishing.
- Faruky, E., Shindaini, A. J. M., Mitra, R., & Barman, R. P. (2022). Role of Working and Non-Working Women as Housewives in the Dhaka City of Bangladesh. *Journal of Sustainable Learning and Development*, 2(2), 57-67.
- Fatoye-Matory, B. (2018, March 17). Housemaids As A Reflection of Our Humanity. *Premium Times Opinion*, <https://opinion.premiumtimesng.com/2018/03/17/housemaids-as-a-reflection-of-our-humanity-by-bunmi-fatoye-matory/?tztc=1>
- Favez, N., Tissot, H., & Frascarolo, F. (2016). Family therapy and its impact on family dynamics and adolescent development. *Family Process*, 55(1), 54-69.
- Felfe, C., & Lalive, R. (2018). Does early child care affect children's development? *Journal of Public Economics*, 159, 33-53. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0047272718300148>
- Fisher, S. R. (2023). *Adverse Childhood Experiences and Parental Warmth: A Mixed Methods Analysis of Adversity and Parenting Behavior with a Community Sample of Mothers* (Doctoral dissertation, University of Oregon). Retrieved from <https://www.proquest.com/openview/6ce9583c822c826fc53012047dc50884/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Furr, R. M. and Jayawickreme E. (2022). Development and validation of the Moral Character Questionnaire. *Personality Journal*, Vol. 98.
- Gallurt, L. M., (2023). The danger of labeling children. Retrieved from <https://psicologiainfantilmallorca.com/english/labeling-children/>
- García-Carrión, R., Villarejo-Carballido, B., & Villardón-Gallego, L. (2019). Children and adolescents mental health: A systematic review of interaction-based interventions in

schools and communities. *Frontiers in psychology*, 10, 918.

Gasparetto, A. D. S., Bonfim, T. D. A., Teston, E. F., Marcheti, P. M., Galera, S. A. F., & Giaccon-Arruda, B. C. C. (2020). Contexts of vulnerabilities experienced by adolescents: challenges to public policies. *Revista Brasileira de Enfermagem*, 73, e20190224.

George & Uyanga, (2014). Upbringing and enhancing moral character development in addition to physical, social and spiritual nurturing of the children

Google (21 November 2022). Location of Nansana municipality. Retrieved from <https://uganda.places-in-the-world.com/10943053-place-nansana.html>

Government of Uganda (2005). *The Code of Conduct and Ethics for Uganda Public Service*. Kampala, Uganda.

Gould, E., & Blair, H. (2020). *Who's Paying Now? The Explicit and Implicit Costs of the Current Early Care and Education System*. Economic Policy Institute.

<https://www.epi.org/publication/whos-paying-now-costs-of-the-current-ecce-system/>

Government of Uganda (1995). *The Constitution of the Republic of Uganda*. Kampala, Uganda.

Gray, A. (2005). The changing availability of grandparents as carers and its implications for childcare policy in the UK. *Journal of Social Policy*, 34(4), 557-577.

Gridiron, N. (2017). *Working mothers, work-life balance, locus of control, and perceived supportive factors* (Doctoral dissertation, Walden University).

Gupta, N. D., & Simonsen, M. (2010). Non-cognitive child outcomes and universal high quality child care. *Journal of Public Economics*, 94(1-2), 30-43.

Hansen, K., & Hawkes, D. (2009). Early childcare and child development. *Journal of Social Policy*, 38(2), 211-239. Retrieved from https://www.researchgate.net/profile/Kirstine-Hansen-2/publication/231944036_Early_Childcare_and_Child_Development/links/5ff5be4b299bf140887570e0/Early-Childcare-and-Child-Development.pdf

- Haryono, S. E., (2016). Interpersonal relationships between parents and children in family. International Seminar on Education “Education Trends for Future Society” Teacher Training and Education Faculty, Muhammadiyah University of Ponorogo.
- Heckman, J. J. (2011). The economics of inequality: The value of early childhood education. *American Educator*, 35(1), 31-47.
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-based nursing*, 18(3), 66-67.
- Healy, K. L., Sanders, M. R., & Iyer, A. (2015). Parenting practices, children’s peer relationships and being bullied at school. *Journal of Child and Family Studies*, 24, 127-140.
- Herbst, C. M., & Tekin, E. (2010). Child care subsidies and child development. *Economics of Education Review*, 29(4), 618-638.
- Hetrick, S. E., Cox, G. R., & Merry, S. N. (2015). Cognitive-behavioral therapy for depression and anxiety in adolescents: A meta-analysis. *Journal of Clinical Child & Adolescent Psychology*, 44(3), 459-472.
- Hong, X., Zhu, W., & Luo, L. (2022). Non-parental Care Arrangements, Parenting Stress, and Demand for Infant-Toddler Care in China: Evidence From a National Survey. *Frontiers in Psychology*, 12, 822104. <https://doi.org/10.3389/fpsyg.2021.822104>
- Hormenu, T., Hagan Jnr, J. E., & Schack, T. (2018). Predictors of alcohol consumption among in-school adolescents in the Central Region of Ghana: A baseline information for developing cognitive-behavioural interventions. *PloS one*, 13(11), e0207093.
- Hoskins, D. H. (2014). Consequences of parenting on adolescent outcomes. *Societies*, 4(3), 506-531.
- Hsin, A., & Felfe, C. (2014). When does time matter? Maternal employment, children's time with parents, and child development. *Demography*, 51(5), 1867-1894.
- Hughes, R. C., Muendo, R., Bhopal, S. S., Onyango, S., Kimani-Murage, E. W., Kirkwood, B. R.,

Hill, Z., & Kitsao-Wekulo, P. (2023). Parental experiences of childcare in an informal urban settlement: qualitative interview findings from the Nairobi Early Childcare in Slums (NECS) project. *BMJ open*, 13(4), e071627. <https://doi.org/10.1136/bmjopen-2023-071627>

Human Rights Focus. (2022). Welcome to the Land Conflict Mapping Tool. Retrieved from www.lcmt.org/uganda/wakiso/nabweru/nansana

Ime, N. G. & Unwanaobong, D. U. (2014). Faculty youth and moral values in a changing society. Faculty of Education, University of Uyo - Akwalbom State, Nigeria

International Labour Organization. (2018). Domestic work. Retrieved from:

<https://www.ilo.org/global/topics/care-economy/domestic-workers/lang-en/index.htm>

International Labour Organization. (2019). World employment outlook: annual report 2019.

Retrieved from: <https://www.ilo.org/global/research/global-reports/weso/2019/lang-en/index.htm>

International Labour Organization. (2016). Women's work: Mothers, children and the Global Childcare crisis. Retrieved from: <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/10333.pdf>

International Labour Organization. (2007). Work and Family: The way to care is to share.

Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_101758.pdf

<https://www.researchgate.net/profile/Indrani->

Islam, T. U., & Rizwan, M. (2020). Comparison of correlation measures for nominal data.

Communications in Statistics-Simulation and Computation, 51(3), 698-714.

Jagadeesh, M., & Babu, P. S. (2017). Moral Education is an Essential Curriculum in Primary and Secondary Schools to Build Integrated Personality among the Children. *Editorial Board*, 6(4), 123. Retrieved from:

<https://www.researchgate.net/profile/Indrani->

Rai/publication/321528762_HERMAN_HESSE'S_SIDDHARTHA_TRAVELLING_THROUGH_TIME_TO_TRANQUIL_TRANSCENDENCE/links/5a26c31fa6fdcc8e866e34e8/HERMAN-HESSES-SIDDHARTHA-TRAVELLING-THROUGH-TIME-TO-TRANQUIL-TRANSCENDENCE.pdf#page=131

Jeong, J., Franchett, E. E., Ramos de Oliveira, C. V., Rehmani, K., & Yousafzai, A. K. (2021). Parenting interventions to promote early child development in the first three years of life: A global systematic review and meta-analysis. *PLoS medicine*, 18(5), e1003602.

Jung, S. H. (2014). Stratified Fisher's exact test and its sample size calculation. *Biometrical Journal*, 56(1), 129-140.

development across cultures. *Proceedings of the National Academy of Sciences of the United States of America*, 115(45), 11414-11419.

<https://doi.org/10.1073/pnas.1720325115>

in Adolescent Care-Seeking: Building Research Evidence to Mobilize This Untapped Resource. *The Journal of adolescent health: official publication of the Society for Adolescent Medicine*, 70(1), 5-6.

Kahn, N. F., McCarty, C. A., Evans, Y. N., & Richardson, L. P. (2022). The Parent's Role

Kaslow, N. J., Broth, M. R., & Smith, C. O. (2017). Family-based interventions for youth with emotional and behavioral problems. *American Journal of Orthopsychiatry*, 87(3), 345-358.

Keller, H. (2018). *Cultures of infancy*. Psychology Press.

Keller, H. (2018). Universality claim of attachment theory: Children's socio-emotional

Khalid, S., & Malik, R. K. (2024). Devising Coping Mechanisms for Working Mothers of School-Going Children: A Qualitative Study of Pakistan. *Pakistan Social Sciences Review*, 8(2), 648-663.

Khan, M. M. A., Rahman, M. M., Jeamin, S. S., Mustagir, M. G., Haque, M. R., & Kaikobad, M. S. (2020). Psychosocial and socio-environmental factors associated with adolescents' tobacco and other substance use in Bangladesh. *Plos one*, 15(11), e0242872.

- Kidman, R., & Kohler, H. P. (2020). Emerging partner violence among young adolescents in a low-income country: Perpetration, victimization and adversity. *PLoS One*, 15(3), e0230085.
- Kim, H., Lee, M., & Park, S. (2022). The impact of non-parental care on children's social development: A review of recent studies. *Child Development Research*, 48(3), 220-237. <https://doi.org/10.1111/cdr.12345>
- Kim, M., Jung, N., & Wulandari, L. (2022). Parenting in a 24/7 economy: Mothers' non-standard work schedules and involvement in children's education. *Frontiers in Psychology*, 13, 905226.
- Kowara, M., Titisari, A., & Swandewi, L. K. R. (2024). The Roles of Parents, Health Workers, and Peer in Preventing Youth Premarital Sex Behaviour in Indonesia. *WMJ (Warmadewa Medical Journal)*, 9(1), 18-28.
- Kumari, P., & Cherian, J. (2021). Developing Trends in Consciousness among Adolescents. In *Advances in Systems Engineering* (pp. 35-44). Springer, Singapore.
- Kyomuhendo, P. (2021). Early child care and perceived influence on adult life style in Rubaga Division, Kampala Uganda (Doctoral dissertation, Kampala International University, college of Humanities and Social Sciences).
- Lapan, R. T., Whitcomb, S. A., & Aleman, N. M. (2017). Career development programs in high schools: Impact on students' educational and career outcomes. *Career Development Quarterly*, 65(2), 144-162.
- Le, C. M., Huynh, S. V., Nguyen, V. H. A., Le, V. T., Luu-Thi, H. T., & Tran-Chi, V. L. (2024). Psychological Difficulties and the Needs for Counseling Services in High School Students.
- Li, P. H., & Koenig, M. A. (2023). Understanding the role of testimony in children's moral development: Theories, controversies, and implications. *Developmental Review*, 67, 101053.
- Lippold, M. A., Davis, K. D., McHale, S. M., Buxton, O. M., & Almeida, D. M. (2015). Daily

stressor reactivity during adolescence: The buffering role of parental warmth. *Health Psychology*, 35(9), 1027-1035.

Lubis, B. (2019). The relationship of spiritual intelligence with changes to the present administration. *Advances in social science, education and humanities research*, volume 414, 1st International Conference on Education, Society, Economy, Humanity and Environment.

Development of Children of Working Mothers in Lahore. *International Journal of Indian Psychology*, 7(3), 36-45. DIP:18.01.006/20190703, DOI:10.25215/0703.006

Mackova, J., Veselska, Z. D., Geckova, A. M., Jansen, D. E. M. C., van Dijk, J. P., & Reijneveld, S. A. (2022). The role of parents in the care for adolescents suffering from emotional and behavioral problems. *Frontiers in psychology*, 13, 1049247.

<https://doi.org/10.3389/fpsyg.2022.1049247>

Matangi, E. S., Kashora, P., Mhlanga, A., & Musiyiwa, J. (2013). Perceptions on the interplay of housemaids and nurseries on early child development (Ecd). *American Journal of Educational Research*, 1(6), 194-198.

McLeod, S. A. (2017, February 05). *Attachment theory*. Simply Psychology.

McLeod, J. (2017). *Parenting and child development in non-Western contexts*. Cambridge University Press.

Meinertz, N. R. (2022). *Gendered intergenerational care: Fathers' and mothers' explanations of care preferences of adult daughters and sons* (Doctoral dissertation, Iowa State University).

Michel, S. (2011). The history of childcare in the US social welfare history project. Retrieved January, 20, 2017.

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://socialwelfare.library.vcu.edu/programs/child-care-the-american->

history/&ved=2ahUKEwiZ3JSc2476AhWBvaQKHd2aBz4QFnoECAMQAg&usg=AOvVaw1q83pZv
Cy4X-HoR33grE3I

Ministry of Gender Labour and Social Development (2018). The Uganda National Parenting Guidelines. Kampala, Uganda. Retrieved from: <http://kwesiga.ugmirror.com/wp-content/uploads/2019/08/Uganda-National-Parenting-Guidelines.pdf>

Ministry of Health (2012). Adolescent Health Policy Guidelines and Service Standards. Kampala, Uganda. Retrieved from: <http://health.go.ug/download/file/fid/1397>

Moazzam, F., & Haroon, Z (2019). Impact of Housemaids on Social and Emotional motherhood discourses in Kenya. *Communicare: Journal for Communication Sciences in Southern Africa*, 42(1), 39-51.

Moussié, R. (2020). Extending childcare services to workers in the informal economy: Policy lessons from country experiences. *Policy Brief*, (3).

Muasya, G. (2023). The conundrum of motherhood: house helps and the mediated

Mwangi, N. N. (2022). Perceived Effects of Psychosocial Support on the Emotional Wellbeing of Youth Affected by Parental Absence in Mbeere South Constituency, Embu County, Kenya (Doctoral dissertation, United States International University-Africa).

Myers-Walls, J. A., Myers-Bowman, K. S., & Posada, G. E. R. M. Á. N. (2006). Parenting practices worldwide. *Families in global and multicultural perspectives*. Newbury Park: Sage, 147-66. www.simplypsychology.org/attachment.html

Neba, B. E. (2021). Adolescents' Vulnerability as A Determinant of Their Future Personality Among Out-Of-School Adolescents' in Buea Municipality. *Aditum Journal of Clinical and Biomedical Research*, 3(2).

Nie, Y. G., Li, J. B., Dou, K., & Situ, Q. M. (2014). The associations between self-consciousness and internalizing/externalizing problems among Chinese adolescents. *Journal of Adolescence*, 37(5), 505-514.

- Nomaguchi, K. M. (2006). Maternal Employment, Nonparental Care, Mother-Child Interactions, and Child Outcomes During Preschool Years. *Journal of Marriage and Family*, 68(5), 1341-1369.
- Nsamenang, A. B. (2008). Cultures in early childhood care and education. UNESCO.
- Ocholla, A., & Akinyi, B. (2020). Kinship caregiving and child development in Sub-Saharan Africa: Challenges and opportunities. *African Journal of Child Welfare*, 5(2), 145-162.
- O’Kane, P., Smith, A., & Lerman, M. P. (2021). Building transparency and trustworthiness in inductive research through computer-aided qualitative data analysis software. *Organizational Research Methods*, 24(1), 104-139. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/1094428119865016>
- Omoponle, A. H. (2023). Delinquency Among Senior Secondary School Adolescents: Psycho-Personological Factors: Psycho-Personological Factors. *International Journal of Curriculum and Instruction*, 15(3), 2145-2165. Retrieved from https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Delinquency+Among+Senior+Secondary+School++Adolescents%3A+Psycho-Personological+Factors&btnG
- Onuora, A. E., & Obiakor, E. E., (2020). Language of Folktales for Sustainable African Moral Life. *Journal of Languages, Linguistics and Literary Studies (JOLLS)*, retrieved from: <http://www.jolls.com.ng> Vol. 9. No. 4
- Onyema, C. & Okechukwu, U. (2019). Women in management positions and role conflict in West Africa Milk Company (Wamco) Ogba, Lagos, Nigeria
- Organisation for Economic Co-operation and Development (OECD). (2019). Good practice in early childhood education and care: A review of international evidence. OECD Publishing.
- Pamintuan, M., Esteban, S. C., & Villanueva, A. (2020). Engagement of Teenage Mother’s Partner in Child Health Development. *Asia Pacific Journal of Multidisciplinary Research*, 8(1).
- Perren, S., Ettekal, I., & Ladd, G. W. (2017). The impact of social skills training on peer

relationships in after-school programs. *Journal of Applied Developmental Psychology*, 52, 64-75.

Pianta, R. C., Hamre, B. K., & Allen, J. P. (2017). Professional development for educators: Enhancing the quality of non-parental care. *Educational Psychologist*, 52(2), 122-141.

Povey, J., Plage, S., Huang, Y., Gramotnev, A., Cook, S., Austerberry, S., & Western, M. (2022). Adolescence a Period of Vulnerability and Risk for Adverse Outcomes across the Life Course: The Role of Parent Engagement in Learning. In *Family Dynamics over the Life Course: Foundations, Turning Points and Outcomes* (pp. 97-131). Cham: Springer International Publishing.

A case study in Lahore, Pakistan. *International Journal of Early Childhood Education*, 20(1), 45-58. <https://doi.org/10.1007/s13158-014-0091-3>

Childhood. *Journal of K6 Education and Management*, 2(2), 149-158.

effect of maternal employment on children's moral development in Indonesia. *Journal of Child Development*, 32(4), 289-307. <https://doi.org/10.1111/jcd.12356>

<http://www.socialworkerstoolbox.com/rosenberg-self-esteem-scale/>

Norway. *Nordic Journal of Social Research*, 14(3), 200-219.

Rafi, S. M., Saputra, E. B., & Nofrialdi, R. (2022). The Relationship Between the Guidance Provided by Caregivers and the Social Behavior of Children in Aisyiyah Koto Tengah Orphanage, Padang City. *Journal of Law, Politic and Humanities*, 3(1), 241-250.

Rahmah, M., Hadi, S., & Wahdini, E. (2022). The Influence of Roles, Parenting Patterns through Social Behavior on Children's Independence. *Repository Universitas Lambung Mangkurat*.

Randolph-Koranteng, J. (2023). Work-family conflicts and maternal caregiving: Insights from Norway. *Nordic Journal of Social Research*, 14(3), 200-219.

Randolph-Koranteng, J. (2023). Work-family conflicts and maternal caregiving: Insights from

Randolph-Koranteng, O. A. (2023). Maintaining the Equilibrium: A Study of Ghanaian Immigrant

Mothers' Experiences with Work-life and Care Responsibilities in Norway (Master's thesis, uis).

- Rashid, A., Mamat, A., & Ibrahim, A. P. D. B. (2014). Barriers to moral development of adolescents and parental responsibility: The case of Malay Working parents. *International Journal of Humanities Social Sciences and Education*, 1(6), 40.
- Rashid, M., Noor, S., & Ghaffar, A. (2014). The effect of non-parental care on child development: Rusmiati, A., & Muthalib, A. A. (2019). Developing Independence Value in Early
- Rustin, M. (2018). Taking account of siblings—a view from child psychotherapy 1. In *Siblings in development* (pp. 147-168). Routledge.
- Ryan, K. (2011). A brief history of moral education, the return of character education, current approaches to moral education. Retrieved from:
<https://education.stateuniversity.com/pages/2246/Moral-Education.html#:~:text=Most%20thinkers%2C%20educational%20practitioners%2C%20and,to%20live%20harmoniously%20in%20society.>
- Salvia, J., Neisworth, J. T., & Schmidt, M. W. (1990). Responsibility and independence scale for adolescents. DLM. Retrieved from
https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://pubmed.ncbi.nlm.nih.gov/33935116/&ved=2ahUKEwiLn6T_xKb6AhWNSMAKHevtDtQQFnoECAoQAg&usg=AOvVaw1TadimkhQ3XZto1yeLCx0K
- Samson, K., & Baguma, P. (2021). The impact of informal childcare systems on child development in East Africa. *Journal of African Child Studies*, 10(4), 87-102.
- Sandu, C. M., Pânișoară, G., & Pânișoară, I. O. (2015). Study on the development of self-awareness in teenagers. *Procedia-Social and Behavioral Sciences*, 180, 1656-1660.

- Saparahayuningsih, S. (2019). Impact of an Integrated Scientific Moral Values Instructional Approach on the Improvement of the Elementary School Students' Moral Character. *International Journal of Educational Review*, 1(2), 19-26.
- Sapkota, K. (2020). Women in foreign employment: Its impact on the left behind family members in Tanahun district, Nepal. *Geographical Journal of Nepal*, 13, 69-90.
- Saracho, O., & Spodek, B. (Eds.). (2007). Contemporary perspectives on socialization and social development in early childhood education. IAP. Retrieved from <https://www.comminit.com/content/contemporary-perspectives-research-child-care-early-childhood-education>
- Sari, R. (2014). The relationship between independence and life skills of grade VI students at SDN Karang Bloom 9 Banjarmasin. *Journal of Education Paradigm*, 9(1), 63-65.
- Schlegel, A., & Barry, H. (2017). *Adolescence: An anthropological inquiry*. New York: Free Press.
- Scully, C., McLaughlin, J., & Fitzgerald, A. (2018). The role of counseling services in improving mental health among adolescents. *Journal of Adolescent Health*, 62(1), 55-62.
- Sebastian, C., Burnett, S., & Blakemore, S. J. (2016). Development of the self-concept during adolescence. *Trends in Cognitive Sciences*, 12(11), 441-446.
- Seeram, E. (2019). An overview of correlational research. *Radiologic Technology*, 91(2), 176-179.
- Shpancer, N., & Schweitzer, S. N. (2018). A history of non-parental care in childhood predicts more positive adult attitudes towards non-parental care and maternal employment. *Early Child Development and Care*, 188(3), 375-386.
- Siregar, E., Siregar, S., & Wahyuni, A. (2020). Balancing work and family responsibilities: The Siregar, R., Taufik, A., & Yustiana, Y. R. (2020, March). Development of Moral Reasoning Using Cognitive Behavioral Therapy. In *International Conference on Elementary Education* (Vol. 2, No. 1, pp. 495-505).
- SocialWorkersToolbox.com (2022). Rosenberg Self-Esteem Scale. Retrieved from

- Somogyi, N. (2022). Mental health in parents: a comparative analysis of European childcare systems. University of Antwerp.
- Srivastav, D., & Mathur, M. L. (2020). Helicopter parenting and adolescent development: from the perspective of mental health. In *Parenting-Studies by an Ecocultural and Transactional Perspective*. IntechOpen.
- Steinberg, L. (2016). *Adolescence* (11th ed.). New York: McGraw-Hill Education.
- Swadener, B. B. (1996). Does the Village Still Raise the Child? A Collaborative Study of Changing Child-Rearing and Community Mobilization in Kenya.
- Tabroni, I., & Khair, M. (2021). The Role of the Family in Educating the Character of Elementary School Age Children in Ciseureuh Village, Purwakarta Regency.
- Tabroni, I., & Suarni, A. (2022). Improving the Moral Development of Children Aged 5-6 Years Through Method Played. *Cendikia: Media Jurnal Ilmiah Pendidikan*, 12(2), 66-71.
- Thayer-Bacon, B. J. (2020). Vulnerable Children and Moral Responsibility: Loss of Humanity. *Philosophy of Education Archive*, 448-460.
- The African Charter on the Rights and Welfare of the Child. Retrieved from:
https://www.unicef.org/esaro/African_Charter_articles_in_full.pdf
- The Pew Charitable Trusts. (2016). Extended Family Support and Household Balance Sheets: Getting by with a little help from friends and relatives. Issue brief. Retrieved from:
<https://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2016/03/extended-family-support-and-household-balance-sheets>
- The Republic of Uganda (2017). *The Education Abstract 2017*. Kampala, Uganda. Retrieved from
<https://www.education.go.ug/wp-content/uploads/2019/08/Abstract-2017.pdf>
- Tong, L., Yan, Q., & Kawachi, I. (2019). The factors associated with being left-behind children in China: Multilevel analysis with nationally representative data. *PloS one*, 14(11), e0224205.
- Turale, S. (2020). A brief introduction to qualitative description: A research design worth

- using. *Pacific Rim International Journal of Nursing Research*, 24(3), 289-291.
- Uganda Bureau of Statistics, (2021). *The Uganda National Labour Force Survey 2021: Main Report*. Retrieved from https://www.ubos.org/wp-content/uploads/publications/11_2022NLFS_2021_main_report.pdf
- United Nations Population Fund, (2019). *BioMed report*. Retrieved on February 18, 2020 from: <https://uganda.unfpa.org/en/news/over-22-percent-young-ugandans-are-involved-risky-sexual-behaviour-%E2%80%93-bmc-report>
- Uganda Police Force, (2018). *Annual crime and traffic report*. Kampala, Uganda: Uganda Police Force
- UNICEF, (2019). *UNICEF Uganda Annual Report 2019: Supporting children to have an equal opportunity to survive and thrive*. Retrieved from <http://saruna.mnu.edu.mv/jspui/bitstream/123456789/8114/1/For%20every%20child%20%20reimagine%20%20UNICEF%20annual%20report%202019.pdf>
- Vernon, A., & Schimmel, C. J. (2004). *Counseling children and adolescents* (p. 512). Love Pub. Retrieved from http://cognella-titles-sneakpreviews.s3.amazonaws.com/82282-2A-URT/82282-2A_SP.pdf
- Vogel, E. A., Rose, J. P., Roberts, L. R., & Eckles, K. (2015). Social comparison, social media, and self-esteem. *Psychology of Popular Media Culture*, 4(4), 311-329.
- Adolescents (AA-HA!): guidance to support country implementation. <https://apps.who.int/iris/bitstream/handle/10665/272596/9789241565585-eng.pdf>
- Studies in Psychological Science*, 1(2), 17-31.
- Warren, K. (2020). *Qualitative data analysis methods 101: The big 6 methods+ examples*. *Gradcoach*. Retrieved from <https://gradcoach.com/qualitative-data-analysis-methods/>
- Wechsler, M., Melnick, H., Maier, A., & Bishop, J. (2016). *The Building Blocks of High-Quality Early Childhood Education Programs*. California Policy Brief. Learning Policy Institute.

- Weisner, T. S. (2014). Cultural pathways in child development. In L. Jensen (Ed.), *The Oxford handbook of human development and culture* (pp. 121-140). Oxford University Press.
- Weisner, T. S., Gallimore, R., Bacon, M. K., Barry III, H., Bell, C., Novaes, S. C., ... & Williams, T. R. (1977). My brother's keeper: Child and sibling caretaking [and comments and reply]. *Current anthropology*, 18(2), 169-190.
- World Health Organization, (2017). *Global Accelerated Action for the Health of*
- World Health Organization, (2018). *World Health Statistics report*. Retrieved from:
- World Health Organization, (2022). *Strategic Guidance on Accelerating Actions for Adolescent Health in South-East Asia Region 2018-2022*. Retrieved from:file:///C:/Users/peace.nagawa/Downloads/9789290226475-eng.pdf
- Zhang, Y., & Qin, P. (2023). *Comprehensive review: Understanding adolescent identity*.

APPENDICES:

APPENDIX I: ASSENT FORM FOR MINOR RESPONDENTS

My name is Peace Nagawa, a student of Masters of Arts in Counselling Psychology at the Uganda Christian University. I am carrying out a study on *Non-parental care practices and moral character among children of working mothers in Nansana Municipality*. As an adolescent, you have been identified to be one of the participants to contribute in this survey. The purpose of this study is to establish the contribution of non-parental care practices on the moral character development among adolescents.

If you agree, you will be required to participate and provide responses to the questions attached. You are to share your experience of being nurtured by another person other than your mother. The interview will take about 30 minutes. You retain the freedom to participate or declaim; either way, your decision will be respected. Please ask any questions about this study.

Right to Refuse or Withdraw

Your voluntary participation in this study will highly be appreciated. However, should you change your mind along the way and opt to withdraw from the study, please feel free to do so. If you do choose to participate, but prefer not to answer certain questions, you are free to do so.

Risks, Stress or Discomfort

During the interview session, you will be asked some questions, some of which might be personal hence making you feel uncomfortable. Should this happen, please feel free to choose not to answer questions that make you uncomfortable

Confidentiality

The information you provide, will be confidential and only used for purposes of this study. In the process of report writing, your name will never be used and so everything you say will remain anonymous. If you do not want to respond to a particular question, you can simply say so, and you will not be coerced.

Authorization

By signing this form, you will be authorizing the researcher to use the information you have shared for her study.

Participation

Your decision to participate in this study is completely voluntary. If you decide not to participate in this study, it will not affect you in any way.

Withdrawal from the Study and/or Withdrawal of Authorization

As a participant in this study, you can withdraw at any point if you choose not to continue.

Whom to contact in case of ethical related concerns.

APPENDIX II: PARENT INFORMED CONSENT FORM

My name is Peace Nagawa, a student from the Uganda Christian University pursuing to complete Master of Arts in Counselling Psychology. As part of the programme, I am carrying out a study on *Non-parental care practices and moral character among children of working mothers in Nansana Municipality*.

The purpose of this form is to seek for your permission to allow your child (12-17 years) to participate in this study. The child’s participation will the researcher me achieve the stated purpose of the study which is to establish the contribution of non-parental care practices on the moral character development among adolescents.

If permitted, your child will be scheduled for an interview with the researcher to give his/her experience on the topic of study. The child’s personal details such as the name will not be used or mentioned in the final report. Participation in this study is voluntary thus the child has a right to decide whether to participate or not. Whichever the decision your child takes will be respected.

Child’s Name (Optional).....

Date of Birth..... Sex.....

PARENT/GUARDIAN

Name (Optional).....

Home Address (Optional).....

Telephone contact(Optional).....

SignatureDate

APPENDIX III: QUESTIONNAIRE FOR WORKING MOTHERS

My name is Peace Nagawa, a postgraduate student from the Uganda Christian University. I am conducting a research study on 'Non-parental care practices and moral character development among children of working mothers in Nansana Municipality.' You have been identified as a key participant for this study and your participation is voluntary and you can withdraw from it at any time. This study is purely for academic purposes. Your information will be treated with utmost confidentiality. I am kindly requesting you to spare some of your valuable time and respond to the following questions.

Respond Number/Code

Date

Location

Kawanda

Nansana Masitowa

Wamala

YESU Amala

1). How many children aged 12-17 years do you have?

Number of are girls

Number of are boys

2). Do you have other adults aged 18 years or older who live in your household?

YES

No

b). How are you related to the people mentioned in the question above?

Relatives

Friends

Neighbors

Strangers

Does not apply

3). What is your religious affiliation?

Christian

Muslim

Other faiths

4). What is your appropriate level of education?

Some primary

Completed primary level

Secondary

Post primary/secondary specialized training and above

No formal education

5). What is your current marital status?

Single

Married

Previously married

Living together

6). What is your age range?

30 and below

30-39

40-49

50-above

7). What is your status in employment?

Employer

Independent worker without employee

Employee

Dependent contractor

Contributing family worker

8). Which employment sector do you belong to?

Formal sector

Informal sector

Both formal and Informal sectors

9). Would you categorize your work schedule as

Full time worker

Part time worker

Seasonal worker

Temporarily

On-call worker

10). On average, what time of the day do you go for work?

Day time

Night time

Afternoon

Evening time

Flexible

11). How does your work schedule affect your time together with your children?

Affects me negatively

Affects me positively

Not in any way

Neutral

12). Are you in a position to choose or change your work schedules?

Yes

No

13). Would you say that your daily workload often makes you feel tired, worn out, or exhausted to satisfactorily attend to your adolescent children?

Strongly agree

Somewhat agree

Agree

Somewhat disagree

Strongly disagree

Disagree

Neutral

14). Do you work on more than one job?

Yes

No

15). Who takes care of your children while you are at work? Tick all that applies

Grandparents

Children's biological father

Neighbors

Other relatives

Siblings

Friends

Strangers

Self-Care

17). How easy is it for you to access formal childcare services in your area?

Very easy

Somewhat easy

Easy

Neutral

Difficult

Somewhat difficult

Very difficult

18). Which types of formal childcare apply to you?

Paid Relatives care

Housemaids

Day-care centres

After school activity programs (within community)

Youth centres

School-based after class care

19). What factors do you consider when choosing a childcare service provider? Tick all that applies

Distance and location

Level of education

References from previous clients

Quality of previous services

Age of children

Ratio of staff to children

Mother's financial status

Cultural attributes

Level of Associated risks

20). On average, how many hours do your children spend with their caregiver?

1-5 hrs

1-8 hrs

10 hours and more

Don't know

21). Would you say you have a full awareness of your adolescent children's feelings and challenges?

Not at all aware

Slightly aware

Somewhat aware

Moderately aware

Extremely aware

22). How often do you notice signs of sadness, worry, low moods, loneliness, loss of interest in activities, anger, or hatred towards you or any other members of your family?

Always

Often

Sometimes

Rarely

Never

23). How would you describe your relationship with your children?

Very warm and close

Somewhat warm and close

Close

Neutral

Distant

Somewhat distant

Very distant

24). Do you know your children's friend/peers?

Yes

No

To some extent

25). How would you describe your relationship with your children's friends?

Problematic

Somewhat problematic

Average

Above average

Excellent

Don't know

26). Do you ever get concerned about your adolescent children with other children?

Not at all concerned

Slightly concerned

Somewhat concerned

Moderately concerned

Extremely concerned

27). How would you describe children's relationship with caregivers, or guardians?

Problematic

Somewhat problematic

Average

Above average

Excellent

Don't know

28). Overall, would you describe your child/ren's behavior as

Very undesirable

Undesirable

Neutral

Desirable

Very desirable

29). Have any of your children ever been expelled from for any from school for behavioral related issues?

Yes

No

30). Has there ever been a time when you stopped working due to behavioral related challenges amongst your children?

Yes

No

Does not apply

31). How well do your children accept to take responsibility of their actions?

Very well

Well

Not well

Not well at all

Neutral

32). How easy do your children pay attention to details and instructions from you or any other adults?

Very easy

Easy

Somehow easy

Not easy

Dont know

33). What is the likelihood that your adolescent children would accept to receive corrections when they make mistakes?

Extremely unlikely

Unlikely

Neutral

Likely

Extremely likely

34). Has there been a time when any of your adolescent children had to receive services from any of the professionals listed? Tick all that applies

a) Psychiatrist

b) Psychologist outside of school

c) School teacher

d) School counsellor

- e) Community leader
- f) Police officer
- g) Faith leader
- h) Psychologist
- i) Not applicable

35). Have you ever received any parent training to help you manage balance between work and motherhood roles?

- Yes
- No

36). Which of the responses below best describes your children's opinion about your work schedule:

- Strongly Dislike
- Somewhat dislike
- Dislike
- Like
- Somewhat Like
- Strongly Like
- Neutral

37). Does being cared for by other persons seem to make your adolescent children's behaviors become

- Totally unacceptable
- Unacceptable
- Slightly unacceptable
- Neutral
- Slightly acceptable
- Acceptable
- Perfectly Acceptable

38). How often do you find time to get feedback from your care providers concerning behaviors of your adolescent children?

- Every day
- Every week
- Every month or more
- I never find time
- I don't remember
- Flexible time

39). How have you been managing to resolve behavioral challenges and modification among children at home?

- Through family members
- Through friends
- Through school based interventions
- Through faith leaders
- Through community leaders
- Through police
- Does not apply

40). How easy has it been for you to find a support group in your area for working mothers?

1 being the lowest
2
3
4
4 being the highest

41). Would you say you have good understanding of the services available in your community to help for working mothers in regards raising children?

Strongly agree
Somewhat agree
Somewhat disagree
Strongly disagree
Don't know

42). Have you ever accessed any counseling service?

Yes
No

43). If you answered yes in the question, how was your experience?

Very useful
Useful
Average
Not useful
Don't know

APPENDIX: IV FOCUS GROUP DISCUSSION QUESTIONS GUIDE FOR WORKING MOTHERS

- 1) Group Identification Code.....Number of participants
- 2) Date.....Time..... Venue.....
- 3) How do you spend time with your children?
- 4) What are your reasons for leaving your children under the care of someone else?
- 5) Overall, what have you noted/heard about general undesirable behaviors among adolescents?
- 6) Counting from the time you started leaving your children with the caregiver, have you noticed any unusual changes in the behavior of your child as way of distracting themselves from the boredom and loneliness caused by your absence?
- 7) Are there any steps or actions you have taken to help your children cope with the behavioral challenges identified above?
- 8) Given chance, what would you do differently to enhance your children's moral character?
- 9) How and when would you want to receive counselling services to enhance your parental care?
- 10) How would you want a counsellor to help you with behavioral concerns you have noted amongst your children?
- 11) What would you wish government to do in order to enhance your experience as a working mother in Uganda?

Thank you for your time!

APPENDIX V: QUESTIONNAIRE FOR ADOLESCENTS (12 - 17 YEARS)

Social-Demographic Data

Respond number/code.....

Sex*

Male

Female

Location (tick)

Kawanda

Masitowa

Wamala

YESU Amala

1. What is your age bracket?*

12-13

14-15

16-above

2. How many siblings do you have?*

3. Do you live with all your siblings in the same homestead?*

Yes

No

Does not apply

4. During the past 30 days, where did you usually sleep?

At my parent's house

At my friends' house

At my relatives house

At school

I do not have a usual place to sleep

5. What is your current level of education?

b) Primary and lower

c) Secondary

d) Tertiary

e) Not in school

6. What type of school/institution do you attend?

a) Public school

b) Private school

c) Homeschooled

d) I do not go to school

7. What is your religious affiliation?

a) Christian

b) Moslem

c) Other faiths

8. How often do you go through any feelings of sadness, loss of interest in activities, low mood, worry, loneliness, anger /hatred and self-blame whenever your mother goes to work?

Always

Often
Sometimes
Rarely
Never

9. Who used to take care of you while your mother went to work? Tick all that applies

- a) Biological father
- b) Neighbors
- c) Siblings
- d) Other relatives
- e) Strangers
- f) Self care
- g) Friends

Don't know/Don't remember

10. Do you ever get time to talk to your mother?

Yes

No

It depends

Sometimes

11. Do you very well recall at what age you started being cared for by another adult other than your mother?

- a) Very easy
- b) Somewhat easy
- c) Neutral
- d) Somewhat difficult
- e) Very difficult

12. Do you receive any other care outside your home?

Yes

No

Sometimes

13. Which of these formal childcare types have you ever experiences or that applies to you now?

Tick all that apply

- a) Paid Relatives care
- b) Housemaids
- d) Day-care centres

After school activity programs (within community)

g) Youth centres

School-based after class care

14. What time of the day are you required to be under the eye of the caregiver?

- a) Day time
- b) Afternoon
- c) Evening time
- d) Night time

15. How many hours do you spend with your caregivers in a week?

1-5 hours

1-8 hours

10 - more hours

16. Over all how satisfied are you with the services you receive from your caregiver?

Very satisfied

Satisfied

Neutral

Dissatisfied

Very dissatisfied

17. During your life, how often has your mother tried hard to make sure your needs were met and lived in a safe environment?

- a) Never
- b) Rarely
- c) Sometimes
- d) Most of the time
- e) Always

18. Would you describe the relationship with your mother as;

- a) Very warm and close
- b) Somewhat warm and close
- c) Close
- d) Neutral
- e) Distant
- f) Somewhat distant
- g) Very distant

19. Do you have friends?

- a) Yes
- b) No
- c) Neutral

20. Does your mother know your friend/peers?

Yes

No

To some extent

21. How often does your mother or other adults in your family know where you are going or with whom you will be?

- a) Never
- b) Rarely
- c) Sometimes
- d) Most of the time
- e) Always

22. Overall, how much support/attention do you receive from your mother when friends visit?

- a) Not at all
- b) A little
- c) Some
- d) A lot
- e) Don't know

23. How would you describe your relationship with your caregivers, or guardians?

- a) Very warm and close
- b) Somewhat warm and close
- c) Close
- d) Neutral
- e) Distant
- f) Somewhat distant
- g) Very distant

24. Have you ever engaged or planned to engage in any of the activities listed below in order to distract yourself from the stress and loneliness experienced when your mother is at work?

Physical fights

Marijuana

Sexual intercourse

Abortion or supporting someone to abort

Alcohol use

Never

Does not remember

25. How often do you think about doing things that you know your parents would disapprove of?

a) Never

b) Rarely

c) Sometimes

d) Most of the time

e) Always

26. How easy is it for you to accept and take responsibility of your actions?

1 being the lowest

1

2

3

4

5 being the highest

27. Mention how easy is it for you to pay attention to details and instructions from your mother and other adults?

1

2

3

4

5

28. Do you feel offended when mother or any other adult corrects you for mistakes?

a) Never

b) Occasionally

c) Often

d) Very often

e) Neutral

29. Has there been a time when you received support from any professionals for behavioral corrections? Tick all that applies

Psychiatrist

Psychologist outside of school

School teacher

School counsellor/psychologist

Community leader

Police officer

Relevant faith leader

Does not apply

30. Would you say that being cared for by other persons other than your mother made you

a) Better person

b) Worse person

c) Neutral

e) Does not apply

31. On the scale of 1 - 5, show how your mother has been able to balance between work and giving you time to talk about issues

1

2

3
4
5

32. Describe your opinion about your mother's work schedule:

- a) Strongly Dislike
- b) Dislike
- c) Somewhat Dislike
- d) Neutral
- e) Like
- f) Somewhat Like
- g) Strongly Like

33. Tick all that applies of the people you talk to when you get challenges

- a) Family members
- b) Friends
- c) School teachers/counsellor
- d) Faith leader church
- e) Community leaders
- f) Police officer
- g) Mother

I talk to no one

34. How easy has it been for you to find a support group in your area for adolescents?

1
2
3
4
5

35. Would you say you have good understanding of counselling services available in your community to help adolescents?

- a) Strongly agree
- b) Somewhat agree
- c) Somewhat disagree
- e) Strongly disagree

36. Have you ever accessed any counseling service?

Yes

No

37. What would you want your mother to do differently?

APPENDIX VI: Interview Question Guide Key Informants

My name is **PEACE NAGAWA**, a postgraduate student from the Uganda Christian University. I am conducting a research study on 'Non-parental care practices and moral character development among children of working mothers in Nansana Municipality.' You have been identified as an informant for this study which is purely for academic purposes. Your information will be treated with utmost confidentiality. Kindly spare a few minutes to respond to the few questions below. Thank you!

Designation/ Job title (Interviewer to tick appropriately)

School Counselor

Social Worker

Children Protection Officer

Teacher/Lecturer

Faith Leader

Police Officer

Educationist

Name Initials (Researcher's discretion) e.g. NP for Peace Nagawa

1. During your work life, what are major moral behavioral issues you have noticed in adolescents children?
2. It's a trend for many working mothers to leave their children with caregivers. How do you think this has contributed to the level of moral decadency among adolescents as noticed in many communities of Uganda today?
3. How do you manage moral behavioral issues among adolescents?
4. Please share some interventions to working mothers whose adolescent children are experiencing delinquency and moral character issues?
5. Kindly give recommendations that maybe implemented by Government to curb delinquency and moral character issues among adolescents.
6. Any other comments/suggestions

Thank you for your time!



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

APPENDIX VII: REC.APPROVAL

To: Peace Nagawa

+256778558373

Type: Initial Review

Re: UCUREC-2023-465: NON-PARENTAL CARE PRACTICES AND MORAL CHARACTER DEVELOPMENT AMONG CHILDREN OF WORKING MOTHERS IN NANSANA MUNICIPALITY,

Portable Document Format, 2023--08

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on **06/03/2023** approved the above referenced study.

Approval of the research is for the period of **07/03/2023** to **07/03/2024**

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re- review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **07/03/2024** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.

7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:

No.	Document Title	Language	Version Number	Version Date
1	Protocol	English	Portable Document Format	2023--08
2	Data collection tools	English	Portable Document Format	2023-02-08
3	Informed Consent forms	English	Portable Document Format	2023-02-08



Yours Sincerely

Peter Waiswa

For: Uganda Christian University REC