

**INFORMAL EDUCATION AND CHILDREN'S MORAL DEVELOPMENT IN  
KABIRA SUBCOUNTY IN MITOOMA DISTRICT UGANDA**

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## DECLARATION

I, **Agaba Nyangwabyaki Edward** hereby declare to the best of my knowledge and understanding that originality of this research report is my work and has never been presented to any institution of higher learning.

Signed  .....

Date..... 21/08/2025

**AGABA NYANGWABYAKI EDWARD**

## APPROVAL

This is to certify that the research report titled –Informal Education and Children’s moral development in Kabira Sub-County, Mitooma District, Uganda - Ugandall was conducted under my Supervision and it’s now ready for submission.

SIGNATURE.....*Patrick*.....  
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SUPERVISOR

DATE.....*24/05/2025*.....

## DEDICATION

I dedicate this work to my beloved Mum, My Wife, my brothers, and friends for their moral support and advice offered to me.

May the almighty God bless them in abundance.

## ACKNOWLEDGEMENT

I give thanks to God for providing me with the protection I needed to complete my dissertation. In one way or another, a large number of people have made charitable contributions to the outcome. It may consequently be fraud if I don't identify their energetic efforts as much as it would be an utter farce for me to claim that I will name them all. However, your efforts were much valued and felt, whether or not they were acknowledged.

I want to sincerely thank my supervisor for all of the support and advice he gave me during my proposal. May the all-powerful God lavishly bless him.

I am incredibly grateful to all of the professors who taught at this level of academia, as well as to friends and family whose encouragement, resources, and constructive criticism made this report possible.

## LIST OF ABBREVIATIONS

COVID-19	Coronavirus Disease 2019
CVI	Content Validity Index
EFA	Education for All
FLN	Foundational Literacy & Numeracy
FPAU	Family Planning Association of Uganda
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

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## ABSTRACT

The study was about informal education and children's moral development in Kabira sub-county Mitooma District. It was guided by three specific objectives: to examine the relationship between informal education and children's moral development in Kabira sub-county, Mitooma District; to analyze the relationship between peer influence and children's moral development in Kabira sub-county, Mitooma District; to establish the viable relationship between family values/ attitudes and children's moral development in Kabira sub-county, Mitooma District. A literature review was done based on the objectives of the study. The research design was exploratory and employed a majorly quantitative approach, though some aspects of a qualitative approach were also used.

The study found that informal education strongly affected children's moral development. It gave an average mean (2.88). The study also found that peers had a high influence on children's moral development, with an average mean of 2.98, and that there were high family values that contributed to children's moral development. According to the findings, the study concluded that there was a high relationship between informal education and children's moral development in Kabira Sub-County, Mitooma District. The research recommended that families, being a foundation of morals, should not leave children to teachers to take a big hand in moral upbringing, but instead should protect, shape, and give guidance to their children on good morals.

# CHAPTER ONE

## INTRODUCTION:

### 1.0 Introduction

This chapter comprises the background information, problem statement, study objectives, research questions, study scope, and study significance.

Informal learning should no longer be viewed as a subpar type of education whose primary function is to serve as a prelude to formal education; rather, it should be recognized as essential, necessary, and valuable in and of itself, sometimes having a direct bearing on employment and other times not (Coffield, 2000).

#### 1.0.1 Historical Perspective

The exploration of moral growth has been a significant focus within the social sciences for a long time, as highlighted by McDougall's assertion that social psychology's core challenge lies in the morals of the individuals (1908), and from Freud's view being guilt is crucial in cultural evolution (1930). Distinguishing moral development from the wider concepts of social development and socialization, which involves adapting to cultural norms, proved challenging. Issues such as the emergence of cooperative behaviours, aggression, or the drive for achievement were often examined within the broad framework of socialization. Yet, these could also be seen as aspects of moral development, especially when behaviours like cooperation or non-aggression are deemed "good" because they require adherence to cultural norms. Over the last ten years, a significant amount of research has focused on moral development (as reviewed by Kohlberg in 1963a and 1964; Hoffman in 1966), particularly looking at socialization facets tied to internalization. This means learning to follow rules even in tempting situations without oversight or penalties. This body of research views moral development as the deepening internalization of fundamental cultural norms, with various theories and researchers emphasizing the behavioral, emotional, and cognitive dimensions of moral actions (East, Robert, 2013).

Formal education for children and girls in the Middle East has experienced both expansion and contraction in Africa. The governments in the area have accepted education as a fundamental right and have made significant quantitative advancements in female education over the past 50 years in comparison to emerging nations worldwide (Allenby et al., 1999). Enrollment of girls rose dramatically, particularly after most states passed nondiscriminatory public-school legislation. Girls and boys have comparable participation rates and equal access to school in several Middle Eastern nations (Brown et al., 2013). In general, females in the Middle East are more likely than their South Asian or Western African counterparts to be enrolled in school, and they typically do better on tests than their male counterparts. assessments and grade repetition.

The emergence of Education in Uganda is largely due to the efforts of various organisations and individuals to implement and encourage formal and informal education among the population because of the urgent need for development and economic progress. The EFA (Education for All) 2000 Assessment was regarded as a major global effort that would allow the participating countries, including Uganda, to develop a comprehensive view of their progress towards achieving their Education for All objectives since the 1990 Yom Tien (Jomtien) Conference in Thailand; Identify priorities and promising strategies to overcome barriers and accelerate progress; and revise their national action plans accordingly. It was against such a background that the researcher intended to conduct research on informal education and its effects on moral development taking place in Kabira sub-county in Mitooma district.

### **1.0.1 Theoretical Perspective**

Lev Vygotsky's cultural-historical theory of cognitive development served as the study's compass. It concentrated on how culture influences children's development of higher-order cognitive skills, including speaking and reasoning. His theory was sometimes described as having a sociocultural perspective, indicating that it placed a strong emphasis on the role that culture and society play in fostering cognitive development.

According to Vygotsky, adults in a society intentionally and methodically support children's cognitive development by involving them in demanding and fulfilling tasks. In order to teach his child how to insert the blocks into the appropriate holes, the father purposefully interacted with her during our introduction. Had it not been for the support, she would still have failed. She was able to correctly insert the blocks into the holes herself, though, thanks to her father's insightful instructions.

Additionally, behavioral learning theory, also known as behaviorism, which explains how individuals learn and behave, served as the foundation for the study (Bandura, A. 1986). Behaviorism, on the other hand, is centered around the idea that all behavior is learned by interacting with the environment. According to this learning theory, behavior is learnt from the environment, and there are very few innate or inherited factors that influence behavior.

### **1.0.2 Conceptual Perspective**

As one might anticipate, knowledge and information transmission were not the main goals of informal education and moral growth. Instead, they sought to introduce target populations to certain outlooks, attitudes, and lifestyles that role models exemplified. This educational approach was common in informal settings like youth movements, where charismatic leaders modeled values they espoused, providing a frame of reference for children. For example, as Aliah Schleifer explained, mothers play a vital role in a Muslim child's moral education by embodying ideals learned at school. When she modeled behaviors like making ablution before prayer, it reinforced their importance. Teachers should utilize these ideas, as children perceptively see through those not convinced of what they teach.

Education through role modeling proves effective by narrowing the divide between the ideal and the actual, transforming learning into an experiential process. Students gain insights into their teachers' lives, observing firsthand how they embody and enact the values they teach. This approach effectively closes the gap between theoretical

knowledge and practical application, as abstract concepts become tangible through the teachers' behavior and actions. It is only after students witness these ideals being lived out by their educators that they can fully grasp and evaluate their relevance and applicability to their own lives, leading them to make informed decisions about their lifestyles.

### **1.0.3 Contextual Perspective**

John Dewey's (2016) delves into two intertwined questions: the impact of culture on moral development and the responsibility culture holds in guiding its members' moral growth. This study methodically examines the appropriate role of culture in moral advancement, acknowledging the debate surrounding this role. Dewey assumes that the social environment children are exposed to inevitably affects their moral development, for better or worse, suggesting that communities should accept responsibility for their members' moral upbringing.

The paper posits that while this communal responsibility cannot be fully met by specialized institutions like schools alone, these institutions can play a crucial part in moral development if approached correctly. The justification for this stance will be revealed through an investigation into the influence—whether intentional or not—that culture has on the moral maturation of its participants. Dewey precedes his inquiry with preliminary remarks to clarify how he interprets key terms such as "culture" and "moral development" within the context of his study, acknowledging the complexity and nuanced understanding required to engage with these concepts effectively.

The researcher used the term "culture" broadly to denote the entirety of the social environment into which a person was born and lived. This included the community's institutional arrangements like its social, political, and economic systems, as well as its art, knowledge, embedded assumptions and values, practices, ideas, concepts of heroism and villainy, work, recreation, and more. In Mitooma, informal education and children's moral development were tagged too much to culture, where children had been seen involving themselves in activities like Bodaboda cycling, Agriculture, and small businesses without bothering to acquire formal education. This had made them remain immoral in terms of behavior.

## 1.1 Statement of the Problem

Originally, informal education was considered important for the maintenance of good morals among children, especially in rural areas of Uganda, by elders (Kohlberg, 2013). This included Kabira Sub-County, Mitooma District in Uganda, which was the area under study. For example, it taught children how to behave well in society, thus leading to the development of society. Informal learning offers individuals opportunities to develop skills in adapting and managing various situations and environments. More so, it facilitates social interactions that are instrumental for acquiring knowledge. It fosters cohesion, honesty, and a sense of togetherness among participants while also enhancing their confidence and motivation.

Informal education, though practiced, was at a small scale; thus, indiscipline among the children in many societies had become the order of the day. Despite Governments effort to enforce the law, children in Mitooma district still experienced aggravated defilement, abortions, early pregnancies and murder which could be attributed to lack of informal education as testified by the newspaper (New vision April 23rd 2011), Byarimpa who was working as a house help was charged with aggravated defilement of a primary six pupil in Mitooma District who was found to be eighteen weeks pregnant.

As a result, youngsters continued to be unruly, misbehave, and even exhibit stunted moral development. In the Mitooma district's Kabira Sub-County, this was clearly visible. Behaviorism, another name for behavioral learning theory, which explains how individuals learn and act, provided support for the study (Bundra A., 1986). The central tenet of behaviorism was that all behaviors were acquired via contact with the environment.

This research thus aimed to establish why children were immoral and what formal education could do to help reduce the problem. The study hoped to suggest a more viable approach to curb the problem.

### **1.3. Purpose of the study**

The general purpose of the study was to establish the relationship between informal education and children 's moral development in selected secondary schools in Kabira Sub-County in Mitooma district.

#### **1.3.1 Objectives of the study**

- i. To examine the relationship between informal education and children's moral development in Kabira sub-county, Mitooma district.
- ii. To analyze the relationship between peer influence and children's moral development in Kabira sub-county, Mitooma district.
- iii. To establish the viable relationship between family values and children's moral development in Kabira sub-county, Mitooma district.

### **1.4 Research Questions**

- i. What is the relationship between informal education and children's moral development?
- ii. What is the relationship between peer influence and children's moral development in Kabira sub-county, Mitooma district?
- iii. What is the viable relationship between family values and children's moral development in Kabira Sub-County, Mitooma district?

#### **1.4.2 Research hypothesis**

H1: Informal education influences moral development

H2: Peer influence influences children's moral development

H3: Family values influence children's moral development.

### **1.5.0 Scope of the Study**

#### **1.5.1 Content scope**

The study was limited to assessing the informal education and moral development of youngsters in the Kabira sub-county Mitooma region. However, it was guided by predetermined objectives, including assessing the feasibility of a relationship between children's moral development and family values and attitudes in Kabira subcounty, Mitooma district; examining the connection between children's moral development and peer influence in the same area; and examining the connection between children's moral development and informal education in these areas. The results will be used to support the moral development of the children in the Kabira sub-county of the Mitooma district.

#### **1.5.2 Geographical scope**

The study was conducted in the western Ugandan district of Mitooma, specifically in the Kabira sub-county. The area's topography sloped gradually. Rurehe Sub-County to the west, Mitooma Sub-County to the north, Mutara Sub-County to the east, Kashenshero Sub-County to the north-west, and Mayanga Sub-County to the south are the neighboring counties of Kabira Sub-County. This area was chosen because it allowed the researcher to obtain the necessary data since morality in the family institutions was severely damaged and weakened.

#### **1.5.3 Geographical scope**

In the western part of Uganda, in the Mitooma district's Kabira sub-county, the research was conducted. The region's land sloped slightly. Kabira Sub-County shares boundaries with Rurehe Sub-County to the west, Mitooma Sub-County to the north, Mutara Sub-County to the east, Kashenshero Sub-County to the north-west, and Mayanga Sub-County to the south. Because morality in the family institutions was severely damaged and weakened, this area was chosen because it allowed the researcher to obtain the necessary data.

#### **1.5.4 Time scope**

The study used a period of five years, from 2011 to 2015, which the researcher preferred, long enough to compare the changes among the youth in Kabira Sub-County in Mitooma district.

#### **1.6 Justification of the study**

The concept of informal education and children's moral development was an issue of great concern because what children learnt informally from their homes contributed something positive or negative to their education. Things that used to hold the family together had been seriously damaged; for example, the family institution, which was the basic building block of a nation, had been greatly wounded and weakened, and this was evident in Kabira sub-county, Mitooma district. It was absurd to learn that Kabira subcounty in Mitooma district was still plagued with defilement, abortion, breakdown of traditional values, and wholesale western adoption of lifestyle. The rate of indiscipline in schools was high, which had made dropout persistent, greatly hindering and lowering the standards of education in the area of the study (Monitor, November 22, 2017). More than 9000 pupils drop out after registering for PLE in the districts of Mitooma, Isingiro, Sheema, Buhweju, Ibanda, and Rubirizi.

#### **1.7 Significance of the study**

The study findings, once accomplished, would be significant to the following groups of people.

**Students:** The study would provide information and facts about informal education and children's moral development, and this would benefit them directly since they are the ones involved.

**Community:** The study findings would be significant by providing practical and real facts about children's moral development, as it would result in the provision of quality Education.

**School Administrators:** The study would provide a body of knowledge about the contribution of informal education and children's moral development, as it would help in the provision of quality education to school Head teachers and teachers, so that they could always integrate it in the management of schools.

**Policy makers:** The study would be able to provide basic facts to policy makers, especially the Inspectors of schools, District Education Officers, Commissioners, and Ministers, to formulate proper guidelines and policies to guide schools for better quality education.

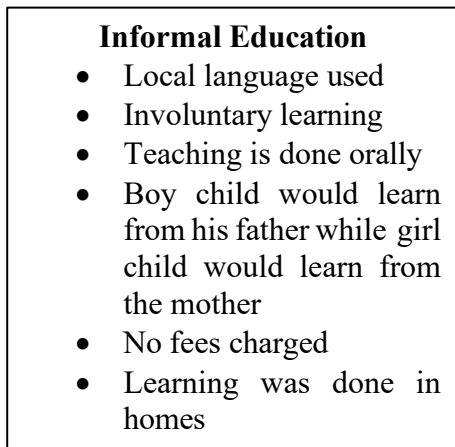
**Future Researchers:** The study would provide facts about the informal education and children 's moral development in the provision of quality education, so that information and facts are used in other areas with similar problems.

**Government:** The study would help the government to appreciate the need to formulate policies that promote informal education and children 's moral development awareness, since it is important in children 's educational progress.

**Researcher:** The study would help the researcher to complete his studies towards the award of a Master's of Educational Administration and Planning of Uganda Christian University. Furthermore, the study would help the researcher to acquire a strong innovative drive and rational development through internalizing the theories of administration. It would also help him acquire more experience in administration.

## 1.8 Conceptual framework

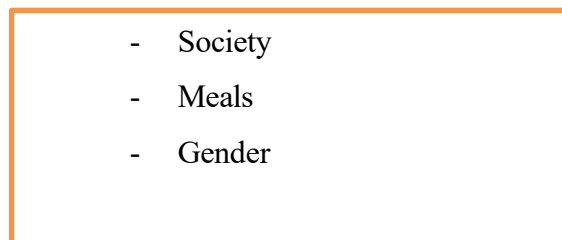
### INDEPENDENT VARIABLE



### DEPENDENT VARIABLE



(Intervening variable)



**Source:** Grounded theory: It is adequate for conceptual framework building due also to its primary characteristics (Strauss, 1987).

The conceptual framework above indicates the connectivity between the independent and dependent variables. In this case, informal education which is an independent variable that is categorized into Local language used, Involuntary learning, Teaching is done orally, Boy child would learn from his father while girl child would learn from the mother, No fees charged and Learning was done in homes while children's moral development which is a dependent variable that have been measured through Moral behavior, Peer groups, Culture, Values and attitudes and Environment. The intervening variables include Society, Meals, and Gender.

Grounded theory (GT) is a research approach focused on developing theories that are rooted in systematically collected and analyzed data. It aims to uncover social processes such as group dynamics and behaviors, thereby enabling researchers to examine the relationships between variables and their mutual influences more effectively.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents a review of other scholars' literature, which is extracted from textbooks, Newspapers, and electronic media like the internet. All this information supplements primary data. This literature review is arranged according to the objectives of the research in sub-themes. It is related to establishing the relationship between informal education and children 's moral development in Kabira Sub-County, Mitooma District.

#### 2.1. Examine the relationship between informal education and children's moral development

More recent studies have confirmed the dubious conclusions of both commonsense and psychoanalytic concepts of a conscience or superego capacity. The main findings of Hartshorne and May's investigation on the moral nature of children were these conclusions. The researchers found that, rather than an innate, personal moral quality of honesty, situational conditions were the most important determinants of resistance to the urge to deceive or disobey. The first finding that led to this conclusion was that cheating in one context is unpredictable in another. Children could not be divided into two groups: "cheaters" and "honest children." This was another finding. The bell-curve structure of children's cheating tendencies was centered around an average score that denoted moderate cheating. Furthermore, the significance of the expediency component of the choice to cheat was emphasized; the effort necessary to cheat and the possibility of discovery both affected the propensity to cheat. Youngsters who cheated in more dangerous circumstances also cheated in less dangerous ones.

As a result, it appeared that no cheater behaved more cautiously than truthfully. Another finding was that, rather than being driven by internal moral principles, honest behavior was primarily impacted by immediate situational considerations like group

acceptance and example, even when it was not driven by fear of punishment or detection. There was a high propensity to cheat in certain classrooms and a low propensity to cheat in others that appeared to be comparable in composition.

Furthermore, there was no apparent relationship between moral action and moral knowledge or values since there was little association between experimental measures of moral conduct and verbal tests of moral knowledge. Additionally, it was shown that moral principles that did seem to affect conduct were relatively unique to the child's social class or group. Honesty, rather than being a universal ideal, was.

## **2.2. Analyze the relationship between peer influence and children's moral development.**

The youth are bombarded by all kinds of messages from all directions. They are desperately looking for guidance. But since they find little or none, they resort to their peers, the media, magazines, and novels, or to dangerous alternatives, for example, the internet, where they receive wrong information, which has the potential to destroy their future and potential in life (East, Robert, 2003).

According to Kohlberg (2006), the classic questions of moral development have not received much attention from the moral analysis of internalized socialization. Since there are no evident age trends toward an increase in instances of honesty from early infancy to adolescence, the main problems have arisen because internalization does not clearly reflect a temporal dimension of experimental measures of resistance to temptation (honesty). Furthermore, with the exception of sharp cognitive shifts between the ages of eight and twelve, which tend to characterize moral anxiety as a reaction to children's self-judgment rather than to broader external events, projective measures of guilt intensity or moral anxiety also fail to identify distinct age trends. Children's moral judgment has shown distinct developmental patterns, although these trends are difficult to categorize as internalized socialization tendencies in and of themselves (Louis, 2003).

The failure to identify a particular set of socialization variables that may be considered as predecessors of moral internalization has also caused problems. According to research, the same circumstances that encourage moral internalization—such as parental warmth—also typically facilitate the acquisition of immoral societal norms and expectations. Essentially, this research does not suggest a discrete domain of internalization or a "conscience" of moral regulation linked to guilt that is isolated from more general social learning and control processes.

Uganda's journey since gaining independence has been marred by a series of challenges, including conflicts, political turmoil, insecurity, economic hardships, corruption, health crises, and food scarcity. These adversities have significantly undermined societal cohesion, with the family unit – the cornerstone of societal structure – being notably impacted and diminished in strength. The health of the family institution is widely recognized as a bellwether for the overall well-being of the nation, and the distressing condition of Ugandan families is mirrored in the broader societal landscape.

The Uganda Media Children's Association reports that over 40% of marriages in Uganda result in separation, and informal surveys by FLN depict a majority of family and marital relationships as "UNHAPPY." The country is witnessing a rise in polygamy, adultery, materialism, and a decline in traditional values, further exacerbated by media content that often glorifies lust, infidelity, and irresponsibility. The gradual shift towards Western lifestyles and values among Ugandans has been identified as a contributing factor to the erosion of family structures, subsequently affecting moral development.

Parental engagement in their children's lives is on the decline, with many parents offloading their responsibilities onto schools, media, and peers. A study conducted by Isaiah Mbuga at Makerere University between 1995 and 1998 revealed alarming statistics regarding early sexual activity among Ugandan youth, with 21% involved in sexual activities by age 11 and approximately 70% by age 19. This trend is largely attributed to inadequate parenting, itself a consequence of failing family and marital relationships. Uganda's notorious distinction of having the highest rate of teenage pregnancies globally, as reported by the World Health Organization, underscores the gravity of the situation.

The issue of street children in Kampala and other urban areas is predominantly linked to the disintegration of the family unit. Specialists in child moral development concur that the family is the most effective setting for teaching children values such as tolerance, morality, acceptable behavior, trust, integrity, and honesty. When the integrity of the family is compromised, children lose a critical environment for learning social and moral conduct, often adopting behaviors that are socially and morally reprehensible. This breakdown in the family structure not only affects the present generation but poses a significant threat to the moral fabric of future generations in Uganda.

### **2.3 Establishing the viable relationship between family values and children's moral development.**

Generally speaking, children are sexually assaulted, raped, abused, and some have had their genitalia amputated—all of which have become commonplace and accepted procedures. Good children are dehumanized and debased by these methods. Under the dictatorships that define Ugandan politics, it has been challenging to discuss developing any kind of progressive agenda for civil society. It is even more challenging to imply that meaningful political space for children can be established in a deeply patriarchal, capitalist setting. Living circumstances for children in Uganda are very bad. Children are typically in charge of child care and the family's well-being. Poverty has a direct impact on the status of children in Ugandan society. The primary cause of children's ongoing inequality is their restricted access to basic education, a dysfunctional healthcare system, and, last but not least, land. This has kept Ugandan values high, particularly in the countryside (Bagozzi, Richard P. and Alvin J. Silk, 2003).

Over time, Ugandan culture has discounted children's participation and commitment to the country's growth and underestimated their potential. However, the weight of deeply ingrained cultural customs deters them from improving children's status in society, even in spite of the present government's best efforts. My husband would sell any extra bags I grow and use the proceeds to buy himself a new bride. According to *The Monitor* (2000), "I would rather keep the family going on five bags." Obtaining employment is often pointless as, if we take on part of our children's duties, they waste all of their money rather than conserving it (FPAU 1998).

Government assistance for children has been perceived by some as taking them away from their proper place in the kitchen. My wife is my wife at home, therefore she knows better than to mention children's rights to me (*Vision* 2000). According to these perspectives, children's fight for social justice is infringing upon the principles that have long bound Ugandan communities together. Despite the fact that children have supposedly maintained these communities, their contribution to society is neither appreciated or accepted. According to Lawrence Mukasa Federo.com, "No woman born is perfect," and they are instead held responsible for humanity's flaws. Children just

cannot come up one morning and attempt to alter the long-standing cultural norms. Accordingly, cultural sensitivity can help Ugandan youngsters retain their principles (Allenby, Greg M., and Peter E. Rossi, 2019).

Social non-adaptation, substance abuse, and conflict are associated with behavioral problems that emerge in infancy and adolescence, particularly external problems like drug use and violent behaviors, and can last into adulthood (Bongers, Koot, Van der Ende, & Verhulst, 2008). The peer group may serve as a model and impact attitudes and behaviors in addition to offering convenient access, support, and an appropriate social setting for consumption (Glaser, Shelton & Bree, 2010). The Social Learning Theory states that rather than watching and adopting the behavior, teens may pick similar habits simply because they believe their peer group supports them (Petraitis, Flay & Miller, 1995).

According to Padilla, Walker, and Bean (2009) and Tomé, Matos, and Diniz (2008), adolescents' preferences can be greatly influenced by their peers in a number of areas, such as how they dress, speak, use illegal substances, behave sexually, accept and adopt violence, engage in criminal and antisocial behavior, and many other areas of their lives. For example, social occasions, which usually involve friends, are the main cause of drinking among teens. These include the following: drinking facilitates relaxation, makes approaching others easier, makes sharing emotions and experiences simpler, or makes vacations more pleasurable (Kuntsche, Knibbe, Gmel & Engels, 2005). Furthermore, there may be a higher chance of copying harmful behaviors when consumption begins during a social event (Larsen, Engels, Souren, Granic & Overbeek, 2010).

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter outlines the methodology employed in the study, detailing its design, the geographical scope of investigation, sample size determination, sampling methods, target population, data sources, and data collection procedures. Additionally, it elaborates on the instruments used for data collection, strategies for assessing the validity and reliability of these instruments, as well as techniques for managing and analyzing the gathered data throughout the study.

#### 3.1 Research designs

McLaughlin (2012) provides a definition of research design as a structured plan outlining what data to collect, from whom, how, and when to gather data, and how to analyze the data acquired to achieve the study's objectives. An exploratory research design was implemented to investigate the correlation between informal education and children's moral development. The chosen research designs, exploratory and surveys, were selected due to the presence of multiple realities in the field and the economic constraints faced by the researcher, as well as the limited time available for the study. These research designs facilitated the researcher in obtaining explanations and descriptions of the phenomenon being studied.

Although the study mostly used a quantitative technique, certain elements of qualitative methods were added for accuracy and clarity. Numerical data was gathered using the quantitative technique in order to explain, characterize, comprehend, forecast, or regulate the phenomena of interest. Additionally, it allowed the researcher to make statistical conclusions and quantify respondents' opinions on particular factors. However, sentiments, views, and other subjective factors were recorded using a qualitative method (Sekaran, 2003). This type of triangulation of data gathering techniques improves the trustworthiness of data for examining research issues, claims Descombe (1998).

### **3.2 Source of information**

This involved both primary and secondary data; secondary data was collected through reading the available written information from textbooks, magazines, newspapers, and the internet. Primary data was collected through a Questionnaire.

### **3.0 Study population and sampling techniques**

The term "study population" refers to a comprehensive group of individuals or objects that share specific characteristics defined by the sampling criteria established by the researcher (Sekaran & Bougie, 2013). In this study, a study population of 400 respondents was identified, consisting of students, parents, and local leaders from Kabira sub-county.

The selected secondary schools were Nyakishojwa S.S (80), Nyakateete S.S (60), St. Mary's Buharambo S.S (40), and Kabira S.S (120). These specific categories were chosen based on the belief that they held the necessary information for the research.

**Table 1: Sample Size Determination**

S/N	Category	Target Population	Sample Size	Sex	
				F	M
1	Students	300	122	80	42
2	Parents	50	39	30	09
3	Local Leaders	50	39	25	14
	<b>Total</b>	<b>400</b>	<b>200</b>	<b>135</b>	<b>65</b>

**Source: Krejcie& Morgan (1970) Sampling Size.**

The sample size, which was estimated for a population of 400 respondents, was to be used, determined using solvents formula to come up with an appropriate sample to be used in the study Solvents formula states that given a population, the minimum sample size is given by;

$$n = \frac{N}{1 + N e^2}$$

$$1 + N e^2$$

Description:

1 = constants

n = sample size

N= number of population

e<sup>2</sup> =critical value / desired accuracy limit

$$n = \frac{400}{1+400 (0.05)^2} = 200$$

$$n = 200$$

To come up with high levels of reliable field notes (data, a sample of 100 people was selected, whereby 50 were females and 50 were males.

The study employed a simple random sampling technique to select a sample from the student and other respondent populations. This approach enabled the calculation of sampling error and minimized selection bias. By using random sampling, the researcher ensured that all potential respondents had an equal opportunity to participate in the study, thereby enhancing the diversity of data collected. This method facilitated a comprehensive representation of perspectives and insights related to the research topic.

### **3.3 Variables and Indicators**

Variables refer to anything that has two or more values. These helped the researcher compile data, for example, related literature about the phenomenon under study. The major variables of research included the independent variable and the dependent variable, whereby the informal education is an independent variable and children's moral development is a dependent variable, because children's moral development is a presumed effect of informal education.

### **3.4 Measurement levels**

#### **3.4.1 Validity**

To ensure the validity of the content, the researcher sought the expertise of content experts, including the supervisor and senior lecturers in education, who evaluated the researcher's questionnaires based on their experience. The content validity was then assessed using the Content Validity Index (CVI), as suggested by Amin (2005). Two judgments were considered to establish the content validity. The researcher obtained an inter-judge coefficient value of 0.9, which was deemed to be excellent. This is in line with Amin's (2005) recommendation that a CVI value of 0.7 and above is sufficient

for the researcher to continue using the tool.

### **3.4.2 Reliability**

According to Sekaran (2003), Cronbach's coefficient assesses the extent to which items within a scale positively correlate with each other, indicating internal consistency. It is computed based on the average intercorrelations among the items measuring a particular concept. The closer Cronbach's alpha is to 1, the higher the internal consistency of the scale (Sekaran, 2003).

In this study, the reliability score for the questionnaire was calculated to be 0.76 or 76%. Since this score exceeds 50%, it suggests that the questions within the questionnaire exhibit reliability. This means that the items within the questionnaire are internally consistent and measure the intended construct effectively. Kathuri and Pals (1993) and Oso and Onen (2009) indicate that a value of at least 0.70 is acceptable in research.

## **3.5.0 Data collection Instruments and equipment**

### **3.5.1 Questionnaires**

To fulfill the study objectives, the researcher employed a questionnaire survey method where a set of predetermined questions was used. This helped the researcher to get exact information from the field. The questionnaire was self-administered with open-ended questions, and there was an observation and an Interview guide. The principal language of the questionnaire was English and targeted only people who know how to read and write.

### **3.5.2 Observation**

The researcher used observation as a method of data collection. Every secondary school in the Kabira sub-county of the Mitooma District was the subject of a thorough observation, which was documented.

### 3.5.3 Documentary Analysis.

The scholar examined all records containing details on Informal education and children's moral development in Kabira sub-county in Mitooma district, Uganda, Africa, and globally. The gathered information was organized and served as a reference for the scholar during the analysis, interpretation, and discussion of the collected data. Simple statistical methods, such as frequency and percentage, were utilized to analyze the data from the survey for a clear and concise presentation.

A rating scale technique of four responses was used to analyze the data as follows: Strongly agree (S.A) 4Points

Agree (A)..... 3Points

Disa Agree (D.A) ..... 2Points

Strongly Disagree (S . D )..... 1Point

$$\text{Weight Mean (W.M)} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

Weight Means (WM) was used to determine the direction of their perception and also to make a decision concerning the subject under review. Any score above 2.5 would be adopted as

–Agreement” While those below represents 'Disagreement', the 2.5 served as a cutoff point upon which the researcher drew a conclusion for interpreting the analyzed data to supply an answer to the researcher's question.

### **3.6. Strategy for data processing and analysis**

The statistical tool for social scientists, SPSS Version, was used to evaluate the data, and the hypothesis was verified by comparing it to the results. In this instance, tables, graphs, and charts were used to display the data. All three research goals were analyzed using descriptive statistics of means and standard deviations. Themes derived from the study questions were used to arrange the qualitative data, and content analysis was used to examine the data.

### **3.7 Ethical Consideration.**

Ethical considerations in research encompass delineating the scope of the study and the obligations imposed on participants. The acquisition of informed consent and the guarantee of confidentiality are crucial aspects. It revolves around safeguarding the autonomy of respondents, optimizing positive results, and minimizing the involvement of unnecessary research assistants. Furthermore, it entails safeguarding the rights and well-being of the participants.

In conducting the study, the anonymity of the respondents was assured. An introductory letter was obtained from the School of Postgraduate Studies, and permission was sought from the District Education Officer to access selected secondary schools in Kabira Sub-County in Mitooma District. While the expectations were made, the respondents participated in the study voluntarily, and their names were not mentioned.

### **3.8. Methodological constraints**

The statistical tool for social scientists, SPSS Version, was used to evaluate the data, and the hypothesis was verified by comparing it to the results. In this instance, tables, graphs, and charts were used to display the data. All three research goals were analyzed using descriptive statistics of means and standard deviations. Themes derived from the study questions were used to arrange the qualitative data, and content analysis was used to examine the data.

The research tools utilized to gauge resource availability and consumption lacked standardization in terms of equipment. A validity and reliability test was carried out to guarantee the dependability of the study variables. Inconsistencies in time management, comprehension of the questionnaire items, and explanations given to respondents may arise from using research assistants to conduct the surveys. The research assistants received training and a briefing on the correct methods for gathering data in order to address this problem.

The study may have attrition or mortality, since some respondents may not complete or return all of the surveys because of a variety of reasons, including travel, sickness, hospitalization, or unwillingness to participate. The researcher included more respondents than the minimum needed sample size in order to adjust for this. In order to guarantee prompt retrieval, the respondents were also constantly monitored and prompted to complete all questionnaire items.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

#### 4.0 Introduction

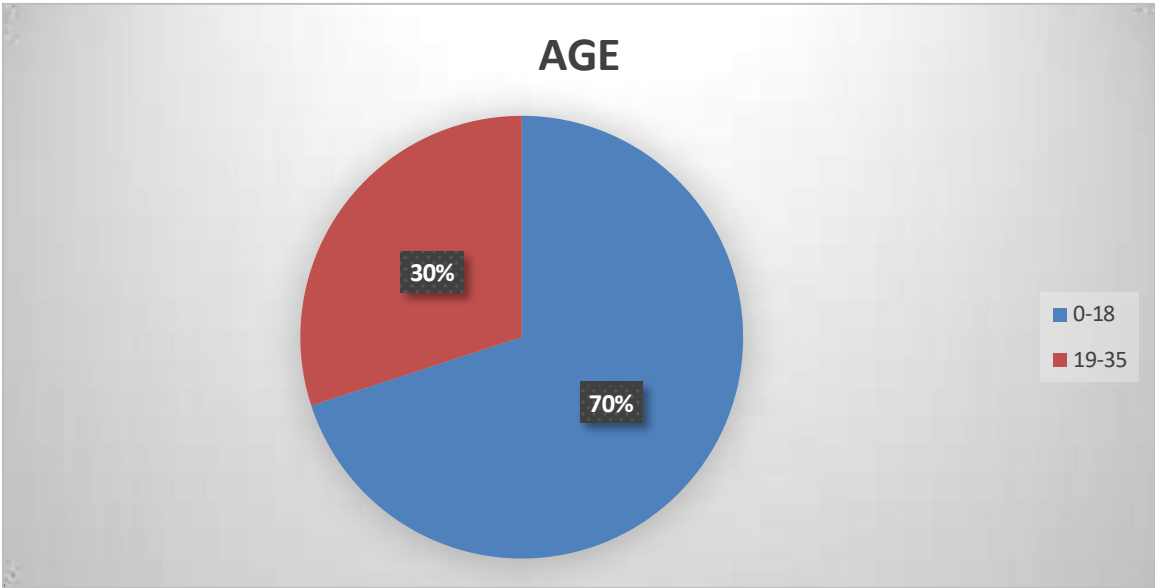
The study set out about informal education and children's moral development in Kabira Sub county Mitooma district. This chapter presents the respondents' bio data, the research findings, analysis of data collected and interpretation of the study, objective by objective stated as earlier thus; to examine the relationship between informal education and children's moral development, to analyze the relationship between peer influence and children's moral development, to establish the viable relationship between family values and children's moral development in Kabira sub-county Mitooma district.

The 200 study participants are profiled in the study. For the researcher to categorize all the respondents appropriately in each situation, respondents were asked to disclose their individual profile information. This would help the researcher to learn more about their personal profiles, the researcher used closed-ended questionnaires. As shown in table 4.1, the responses were then evaluated using frequencies and percentage distributions.

**Table 4.1: Profile of respondents**  
**Table 2: Profiles of respondents**

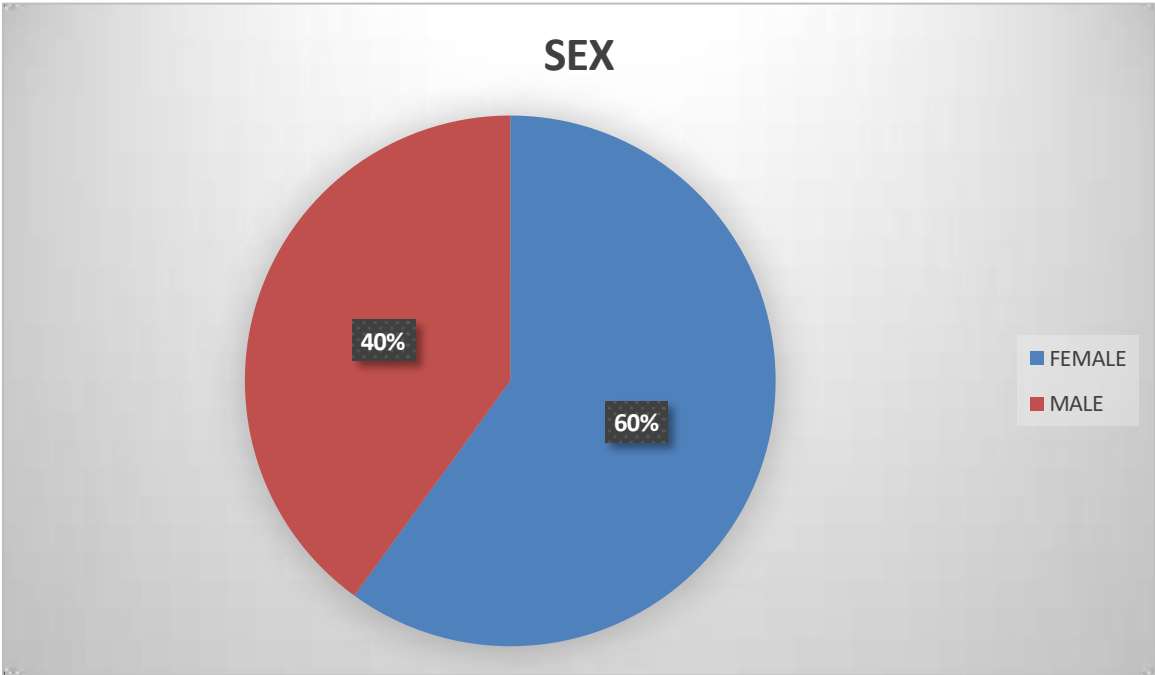
Category	Frequency	Percentage
<b>Age</b>		
0-18	35	70
19-35	15	30
<b>Total</b>	<b>50</b>	<b>100</b>
<b>SEX</b>		
Male	20	40
Female	30	60
<b>Total</b>	<b>50</b>	<b>100</b>

4.1.1 A pie chart showing the age profiles respondents



Source: primary data 2023

4.1.2 A pie chart showing the sex profiles respondents



Source: Primary data 2023

Results from Table 1 indicated that most of the respondents were females (60%) and males were 40%. This showed that females gender outnumbered males in all children's access to

informal education in Kabira Sub- County, Mitooma District. However, gender differences were a big issue as many parents were not sensitized to educating boy children, and more efforts were put on girl children. Regarding the age, most of the respondents were in the age bracket 0-18 (70%). and 19-35 above were very few in schools, with 30%. This suggests that many of the students were teenagers attending informal education in Mitooma district.

## Findings

The findings of this study were presented based on the objectives as shown below.

### **4.2 The relationship between informal education and children's moral development in Kabira Sub-County, Mitooma district.**

Results for this research objective suggested that the relationship between informal education and children's moral development was high, with an average mean of 2.88, as indicated in Table 4.3.

**Table 3: Relationship between informal education and children’s moral development**

<b>Informal education and children’s moral development</b>	<b>Mean score</b>	<b>Interpretation</b>
Children recognition cultural norms and customs	3.40	High
Are children recognizing their norms	2.10	Low
Are learners recognizing their attitudes	3.0	High
Are learners recognizing their abilities	3.30	High
Is there discipline between learners at school	2.40	Low
Do children have professional cultural ideas about education	2.30	Low
Are children recognized and encouraged potential at school	3.50	High
Do children demonstrate their beliefs in the system	3.0	High
Children have values and perspectives	2.80	High
Have knowledge, ideas, and practices	3.10	High
Are children given daily activities and tasks	2.20	Low
Have organizational values	2.80	High
Children have self-management skills	2.60	High
Demonstrate focus on all children's success and growth	3.80	High
<b>Average mean</b>	<b>2.88</b>	<b>High</b>

From Table 4.3 above, it is revealed that the relationship between informal education and children’s moral development in Kabira Sub-County, Mitooma district was high. Some tools, like Children's recognition of cultural norms and customs, are learners recognizing their attitudes, are learners recognizing their abilities, Are children recognized and encouraged potentials at school, Have organizational values, Do children demonstrate their beliefs in the system, Demonstrate focus to all children success and growth, Children have self-management skills, Have knowledge, idea and practices, Children have values and perspectives all give high mean value and others like Is there discipline between learners at school, Are children given daily activities and tasks.

Are children recognizing their norms and customs? Do children have professional cultural ideas about education? All give a low average mean value. Demonstrate focus on all children's success and growth had a mean of 3.80. Children who recognized and encouraged their potential at school had 3.50, Children's recognition of cultural norms and customs had 3.4, and having knowledge, ideas, and practices had 3.10. All gave high mean values, indicating that there was a relationship between informal education and children's moral development in Kabira sub-county, Mitooma district.

However, tools like Children have values and perspectives had a 2.80, Have organizational value had a 2.80, Children have self-management skills had a 2.60, all gave a high mean value of low value. This means that some morals had improved and needed more improvement in informal education in Kabira Sub-county

Furthermore, there is a discipline between learners at school, with a score of 2.40. Are children given daily activities and tasks, with a score of 2.30? Are children recognizing their norms 1.20? Do children have professional cultural ideas about education 2.30? Children do not recognize their norms, do fewer tasks and activities, and have poor professional, cultural, and educational ideas. Also, there is indiscipline between learners at school

The findings indicated that the relationship between informal education and children's moral development had improved, but there were low morals below the mean, which translated to a high relationship between informal education and children's moral development in Kabira Sub-County, Mitooma district.

#### **4.3 Analyze the relationship between peer influence and children's moral development in Kabira sub-county, Mitooma district.**

**Table 4: Relationship between peer influence and children's moral development**

<b>Peer influence and children's moral development</b>	<b>Mean score</b>	<b>Interpretation</b>
Children are constantly seeking appropriate playmates.	3.50	High

They are impacted by positive ideas.	2.0	Low
Negative tendencies dominate among the companions they choose.	3.60	High
The overall social environment also impacts children's moral conduct.	2.70	High
Could this explain why individuals from cultured societies exhibit notably distinct moral behaviors compared to those from uncivilized societies?	3.0	High
Age is an important factor in forming moral concept behaviour	3.40	High
The individual passes from infancy to adolescence	3.80	High
Children are becoming more tolerant towards certain ideas, which sometimes do not tally with what they think is good.	3.20	High
Children often demonstrate unconditional obedience to authority figures during both early and late childhood.	3.30	High
As early adolescence approaches, individuals tend to become more critical and defiant.	2.80	High
They may begin to accept many things that they previously rejected.	3.0	High
Does peer influence also play a significant role in moral development?	2.0	Low
Are girls more prone to experiencing feelings of guilt and shame?	3.10	High
Is their behaviour not found appropriate within the accepted moral code	2.40	High
They try to be less concerned about the moral tones set by their elders	2.10	Low
Boys are more aggressive than girls	3.90	High
They set their own standards of moral behavior and try to stick to them	2.80	High

Average mean	2.98	High
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The research objective sought to establish whether or not there was a relationship between peer influence and children’s moral development in Kabira sub-county, Mitooma district.

The results shown in the table identified that there was a significant relationship between peer influence and children’s moral development in Kabira sub-county, Mitooma district

From Table 3 above, the results presented indicated that peer influence predicted children’s moral development in Kabira sub-county, Mitooma district. The results indicated that the peer had a big influence on the moral development of children in Kabira Sub-County, Mitooma District. As indicated in Table 2 above, the mean was high, indicating that there was high peer influence in moral development in Kabira sub-county, Mitooma district, with an average of 2.98, which indicated that Peer influence had a great influence on children's moral development, as children tended to learn more from their peers. The study revealed that the tools utilized to gather data on peer influence and moral development yielded mostly high averages. Children consistently sought out suitable playmates, with an average rating of 3.50. However, if their chosen companions displayed negative behavior, such as bad manners, the average rating increased to 3.60. Additionally, the overall social environment had an impact on the moral conduct of children, with an average rating of 2.70.

This raises the question of whether the stark difference in moral behavior between individuals belonging to cultured societies and those belonging to uncivilized societies is influenced by these factors, as it received an average rating of 3.0. Age was found to be a significant factor in shaping moral concepts and behavior, with an average rating of 3.40 for the transition from infancy to adolescence. The study also indicated that the development of unconditional obedience towards authority figures in early and late childhood received an average rating of 3.30.

Furthermore, children exhibited an increasing tolerance towards certain ideas that may not align with their own perception of what is good, with an average rating of 3.20. As

individuals entered early adolescence, they became more critical and defiant, receiving an average rating of 2.80. Girls, in particular, experienced a heightened sense of guilt and shame, with an average rating of 3.10. They established their own moral standards and made an effort to adhere to them, with an average rating of 2.80. Interestingly, children were found to accept many things that they had previously rejected, with an average rating of 3.0. Lastly, boys displayed higher levels of aggression compared to girls, with an average rating of 3.90. All these gave a high mean value, indicating that they had a big peer influence on children's moral development in Kabira sub-county, Mitooma district.

Furthermore, peer influence on children's moral development is as follows: they are influenced by the good notions had 2.0. Is peer also playing an important role in moral development? Had 2.0, is their behaviour not found propriety within the accepted moral code had 2.40. They try to be less critical of the moral tone set by their elders 2.10. Thus, there were fewer peers' influence on the moral development of children in Kabira sub-county, Mitooma district, because all gave low mean values.

Thus, according to research conducted in the Kabira Sub-County, there was a big relationship between peer influence and children's moral development in Kabira Sub-County, Mitooma district.

#### **4.4 Establish the viable relationship between family values and children's moral development in Kabira sub-county, Mitooma district.**

**Table 5: Relationship between family values and children's moral development**

<b>Family values and children's moral development</b>	<b>Mean score</b>	<b>Interpretation</b>
Do family, connections significantly influence a child's moral growth?	3.90	High
Do bad habits through their parent's acceptance or rejections affect their growth?	3.0	High
Do children's moral development laid in the family?	3.90	High
Are actions approved by the parents regarded as good?	3.0	High
Are actions rejected by parents regarded as bad?	3.2	High

Welcome of others ideas and practices differ from your own	2.30	Low
Understanding the suffering of others or self and doing something about it	2.60	High
Helping your family and friends, returning favor	2.60	High
Willing to do difficult things	2.20	High
Believing everyone deserves equal rights and to be treated with respect	3.70	High
Acting in a just way, sharing appropriate	3.10	High
Willing to give resources, help or give time to others	2.20	Low
Showing appreciation to others, letting loved ones know what you appreciate about them	2.80	High
Being truthful and sincere	3.30	High
Sticking to your moral and ethical principles and values	3.70	High
Being considered and treating others well	2.80	High
Persistent in a course of action, belief or purpose	2.70	High
Using good manners, acting in society acceptable ways	2.90	High
Showing consideration for the worth of someone or something	2.2	Low
Being reliable in your obligation	2.90	Low
Average mean	<b>3.15</b>	<b>High</b>

**Source: Primary data 2025**

From the table above, the results established that there was a viable relationship between family values and children 's moral development in Kabira sub-county, Mitooma district. The results indicated that family values had a big influence on children 's morals, as families first .

shaped children by teaching those values and attitudes. Tools used in research, most of which gave high mean values as indicated in Table 4. Such tools included the following; Do families have a significant impact on a child's moral development? Do families have a significant impact on a child's moral development? Are negative behaviors caused by their parents' approval or disapproval of their different behaviors? Does a child's family influence their moral development? Are parentally sanctioned behaviors considered good? Are parentally sanctioned actions considered bad? Accept the opinions and methods of others that are different from your own. recognizing and taking action in response to one's own or others' pain. Believing that everyone is entitled to respect and equal rights, Being genuine and true, acting justly, sharing properly, expressing gratitude to others, telling loved ones what you admire about them, upholding your moral and ethical ideals and values, being thoughtful and treating people with respect, steadfast in a goal, conviction, or way of doing things. Being polite, acting in a way that is acceptable in society, supporting your loved ones, and repaying favors. Being dependable in your duties

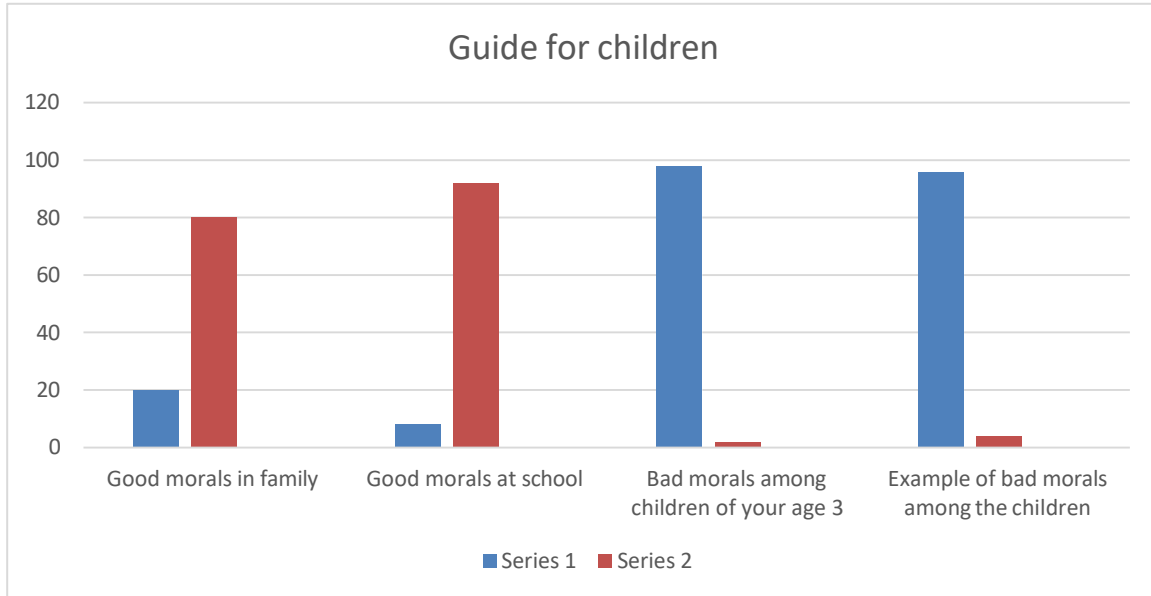
All the above tools showed that family values and morals development were very high, as indicated in Table 4 above.

Furthermore, it indicated that there were very low family values and moral development in Kabira Subcounty, Mitooma District. Willing to do difficult things, willing to give resources, time, and help to others, and showing consideration for the worth of someone or something, gave a low mean value as indicated in Table 4. Thus, family values and children 's moral development in Kabira Sub-County, Mitooma District were shaped by families as the smallest unit of a society. The research indicated that there was a viable relationship between family values and children's moral development in Kabira Sub-County, Mitooma District.

**Table 6: Showing oral responses on Children’s morals in Kabira sub-county**

Responses	Frequency	Respondents %
Who is responsible for children’s good morals in your families?	40	Mother= 80
	10	Father =20
Who is responsible for children’s good morals at school?	04	Parents=08
	46	Teachers =92
What causes bad morals among children of your age?	01	Society =02
	49	Peer groups=98
Can you give examples of bad morals among the children?	02	N0=04
	48	Yes=96

**A bar graph showing oral responses on Children’s morals in Kabira sub-county**



**Source: Primary Data 2023**

From Table 5. It is clear from oral informants, all of whom were children, that oral responses on children's morals in Kabira sub-county were fairly good; it showed that mothers were responsible for the morals of their children in the family than fathers. It showed that 80% responded that mothers were responsible for children's morals, and fathers showed only 20%. It further showed that teachers were more responsible for children's good morals at school than parents. It showed 92% responded that teachers were responsible for children's morals, and 08% responded that parents were responsible for children's morals at schools, thus teachers being second parents at schools were seen as responsible for children's morals in schools in Kabira sub-county-Mitooma district. On bad morals among the children 98% showed that peer groups in schools were responsible for bad morals among age groups, and only 02% responded that bad morals among children were caused by society.

In 2021, reports from the district probation officer indicated that morals among the children were decaying, as most children were involved in taking drugs as a result of COVID-19. Most children in Kabira sub-county were seen becoming a problem as a result of the school closure. Thus, parents observed the role of teachers in moral development. The role of mothers in the family in shaping the moral development of the children's upbringing was seen because mothers spent more time with children than their fathers.

**CHAPTER FIVE:**  
**DISCUSSION OF FINDINGS**

**5.0 Introduction**

This chapter presents a discussion of the Findings of the study.

The discussion findings of the study, as per the previous findings of the study as per objectives are as follows;

**5.1 The relationship between informal education and children’s moral development in Kabira Sub-County, Mitooma District.**

Findings of the study indicated that informal education strongly affected children ‘s moral development in Kabira sub-county, as it gave an average high mean (2.88). Thus, the relationship was perceived as good. Findings further indicated that tools used to collect information about informal education and moral development gave high means. Children ‘s recognition of cultural norms and customs, are learners recognizing their attitudes, are learners recognizing their abilities, are children recognized and encouraged potentials at school, have organizational values, do children demonstrate their beliefs in the system, demonstrate focus to all children success and growth, Children have self-management skills, have knowledge, idea and practices, Children have values and perspectives all gave high mean value.

Furthermore, tools like whether there is discipline between learners at school, whether children are given daily activities and tasks, whether children recognize their norms, and whether children have professional cultural and ideas about education, all gave low mean values. But the average means indicated that there was a high average, thus there was a high relationship between informal education and children’s moral development in Kabira sub-county, as the school becomes important in building moral development through teaching moral concepts in the classroom and outside the class within the school.

## **5.2 Analyze the relationship between peer influence and children's moral development in Kabira sub-county, Mitooma district.**

The results showed that children's moral growth in Kabira sub-county, Mitooma district, was significantly influenced by their peers. With an average of 2.98, the results were high. The average mean value of the yardstick used to examine the connection between children's moral growth and peer influence was strong. Among the benchmarks were: Children tended to learn more from their peers; therefore, peer influence had a significant impact on their moral development. It also showed that high means were provided by the instruments employed to gather data on moral growth and peer influence. Youngsters were always looking for appropriate playmates. Among chosen friends, bad company predominates; the overall social climate also influences the children's moral behavior.

Does this explain why people from educated societies behave morally quite differently from those from uncivilized societies? The development of moral ideas and behavior is significantly influenced by age. The person develops unwavering obedience to his elders during early and late childhood as he grows from infancy to puberty. In early adolescence, the person becomes critical and defiant, while children grow more tolerant of some concepts that occasionally conflict with what they consider to be good. Girls are more likely to experience feelings of shame and remorse. They establish and attempt to uphold their own moral standards.

Many things that were formerly rejected are now accepted. Compared to girls, boys are more aggressive. In Kabira subcounty, Mitooma district, all of these had a high mean value, suggesting that they had a significant peer effect on children's moral development. Additionally, peers have an impact on children's moral growth in the following ways: they are affected by negative ideas, peers are crucial in moral development, and their actions deviate from the morally acceptable norm. They make an effort to be less judgmental of the moral standards set by their elders. As a result, since everyone provided low mean values, there was less peer effect on the moral development of kids in Kabira sub-county, Mitooma district.

Thus, according to research conducted in the Kabira Sub-County, 2023, it was indicated that there was a big relationship between peer influence and children's moral development in Kabira sub-county, Mitooma district.

### **5.3 Establish the viable relationship between family values and children's moral development in Kabira sub-county, Mitooma district.**

Findings on this research objective indicated that there was significant viable relationship between family values and children's moral development in Kabira sub-county, Mitooma district.

Further study indicated that there were high family values that contributed to the moral development of children in Kabira subcounty. Some previous research studies supported this view. For example Kochanska's research in 2010 emphasizes the significant role of the family in shaping children's morals. The family's influence surpasses any external factors when it comes to instilling moral values in children. This is achieved through various methods such as punishment, reinforcement, direct teaching, and indirect teaching. By employing these strategies, families help children develop beliefs that align with the cultural values they uphold.

While families play a broad role in children's moral development, there are specific ways in which morals are effectively conveyed and learned, as highlighted by Kochanska's studies in 2010 and 1997. One of the key moral lessons learned within the family context is the concept of fairness. Families establish boundaries regarding the distribution of resources, such as food and living space, and allocate different privileges based on factors like age, gender, and employment. The manner in which a family determines what is fair greatly impacts children's moral development and shapes their understanding of sharing, reciprocity, and respect.

Thus findings from the research objective indicated that there was high family values and children's moral development in Kabira sub-county Mitooma district shaped by families as a smallest unity of a society, the research indicated that there was viable relationship between family values and children's moral development in Kabira Sub-county, Mitooma District.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### **6.0 Introduction.**

This chapter shows the overall conclusions prepared after identifying and merging field results with empirical literature, recommendations to different concerned stakeholders who include parents in Mitooma district local government, Kabira sub-county, and children where the research was conducted

#### **6.1 Conclusion:**

The conclusion drawn from the findings of the study was based on research objectives. The study concluded that there was a high relationship between informal education and children's moral development in Kabira Sub-County, Mitooma district. The study concluded that there was a strong relationship between peer influence and children's moral development in Kabira Sub-County, Mitooma District. The study concluded that there was a viable relationship between family values and children's moral development in Kabira sub-county, Mitooma district.

#### **6.2 Recommendations:**

From the research, it was realized that the relationship between informal education and children's moral development was significantly high in Kabira Sub-County, Mitooma district.

The study strongly recommended that there was a need to improve on some morals of the children, thereby improving the relationship between the schools and children, since children acquire good morals in learning. The relationship between peer influence and children's moral development in Kabira sub-county was high, thus peer influence had an effect on children's moral development in Kabira sub-county. The study thus recommended that parents, teachers, and community leaders should teach children about the effects of peer groups on the moral development of the child to bring up a child with good morals in the community.

There was a well-established, viable relationship between family values and children's moral development in Kabira sub-county, Mitooma district, because families were the foundation of the moral development of the children. Some children behaved the way they did because of their family background. The study recommended that families should protect, shape, and give guidance to their children on good morals, not to leave children to teachers in schools, but to take a big hand in the upbringing of their children's morals in Kabira Sub-County.

School proprietor's, directors and founders should from time to time improve on schools conditions especially on morals of the children to meet the community demands and shape the behavior of the children. The study recommended that teachers should put in more effort to teach morals in schools, classrooms, and bring important people to talk about behavioral changes that can affect their growth and later become a problem in their studies, thus helping them to avoid bad company.

The study also recommended that school proprietors, founders, teachers, and the community should put in more effort on improving the morals of the children, not only at school-going but also even those who are not in schools, by helping them start up some projects that will make them busy as opposed to idleness. Schools and families should give appropriate counseling and guidance to the children in case they exhibit immoral behavior to control bad acts and morals in the community.

Peer educators should be put in place to meet children in all communities when at school, church, mosques, and in public places. These help the children in their attitude changes that affect them and maintain morals in them.

## 6.0 Areas for Further Studies

Factors influencing informal education and children's moral development in Kabira Sub-County, Mitooma district. How society and cultural beliefs affect children's moral development, Kabira sub county, Mitooma District

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## APPENDICES

### Appendix 1: A Self-Administered Questionnaire for Local Leaders of Kabira Sub-County and Parents

#### Introduction to the respondent

Am **Agaba Nyangwabyaki Edward** student of Uganda Christian University carrying out research about informal education and children's moral development. I salute every respondent who is going to participate towards the answering of these questions related to the topic of study, your time and efforts towards this study are highly appreciated. I will record the answers you give me in this questionnaire and every response will be treated with highest level of confidentiality. Writing down your name will be optional, so any information that you give will be anonymous. Your participation in this study is entirely voluntary and only if you so wish. Research findings will be beneficial to the respondents in that more awareness creation about issues concerning informal education and children's moral development will be emphasized and revitalized.

## BACKGROUND CHARACTERISTICS OF THE RESPONDENTS

1. Name (optional).....

2. Cell/Village.....

3. Sub-County.....

4. Sex

a) Male

b) Female

5. Age

a) 0-18

b) 19-36

c) 37-54

d) 55 and above

6. Level of formal education

a) Never went to school

b) Primary

c) Secondary

d) Tertiary

e) Others (Specify).....

7. Marital Status

a) Single

b) Married

c) Widow/Widower

d) Separated

e) Divorced

Kindly provide information above your teacher by ticking either; 4, 3, 2, or 1 where by 4- Strongly agree, 3- agree, 2- Disa agree, 1- strongly Disa agree  
Examine the relationship between informal education and children’s moral development in Kabira Sub- County, Mitooma district.

	<b>Informal education and children’s moral development</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	children recognition cultural norms and customs				
	Are children recognizing their norms				
	Are learners recognizing their attitudes and abilities				
	Do children have good knowledge and behaviour in school				
	Is there discipline between learners at school				
	Do children have professional cultural and ideas about education				
	Are children recognized and encouraged potentials at school				
	Do children demonstrate their beliefs in the system				
	children have values and perspectives				
	Have knowledge, idea and practices				
	Are children given daily activities and tasks				
	Have organizational values				
	children have self-management skills				
	Demonstrate focus to all children success and growth				

Analyze the relationship between peer influence and children’s moral development in Kabira sub county, Mitooma district.

	<b>Peer influence and children’s moral development</b>				
	Children are always in search of suitable companions for play				
	They are influenced by the good notions				
	Bad prevail among his chosen companions				
	The general social atmosphere also affects moral behaviour of the children?				

Is this a reason why the moral behaviour of individual who belongs to the cultured society is markedly different from individuals who belong to uncivilized society				
Age is important factor in forming moral concept behaviour				

The individual passes from infancy to adolescent				
Children becoming more tolerant towards certain ideas which sometimes do not tally with what they think to be good?				
Form unconditional obedience of his seniors in early and late childhood				
The individual becomes critical and defiant in early adolescent				
They accept many things which he had earlier rejected				
Is peer also playing an important role in moral development?				
Girls more seized with the sense of guilt and shame?				
Is their behaviour not in propriety within the accept moral code				
They try to be less critical of moral tone set by their elders				
Boys more aggressive than girls				
They set their own standards of moral behaviour and try to stick on them				

**Establish the viable relationship between family values and children's moral development in Kabira sub-county, Mitooma district.**

<b>Family values and children's moral development</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Are families playing an important role in child's moral development?				
Are bad habits through their parent's acceptance or rejections of his various actions?				
Are child's moral development laid in the family?				

Are actions approved by the parents regarded as good?				
Are actions rejected by parents regarded as bad?				
Welcome others ideas and practices differ from your own				
Understanding the suffering of others or self and doing something about it				
Helping your family and friends, returning favor				
Willing to do difficult things				
Believing everyone deserves equal rights and to be treated with respect				
Acting in a just way, sharing appropriate				
Willing to give resources, time or help to others				

Showing appreciation to others, letting loved ones know what you appreciate about them				
Being truthful and sincere				
Sticking to your moral and ethical principles and values				
Being considered and treating others well				
Persistent in a course of action, belief or purpose				
Using good manners, acting in society acceptable ways				
Showing consideration for the worth of someone or something				
Being reliable in your obligation				

## Appendix 2: Interview Guide for Children

Tick on the appropriate answer the following questions

Who is responsible for children's good morals in your families?

Father/mother

Who is responsible for children's good morals at school?

Parents/teachers

ers

What causes bad morals among children of your age?

Peer

groups/society Can you give examples of bad morals among the children?

Yes/No

Thank you very much

### Appendix 3: Sample Size Determination Using Krejcie and Morgan Table

Table 1: Table for Determining Sample Size

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

## Appendix 4: Introductory letter for data collection:



May 25, 2023

### TO WHOM IT MAY CONCERN

This is to introduce to you *Agaba Nyangwabyaki Edward Reg. No JJ1/BBUC/MEDAP/001* who is currently a student at Uganda Christian University (Bishop Barham University College) pursuing a Master of Education in Administration and Planning. The student would like to carry out a research project in your Organisation on the following topic:

*Informal Education and Children's Moral Development in Kabira Sub-county in Mitoama District-Uganda*

This research is for academic purpose only. Your assistance to our student is highly appreciated.

Yours sincerely,



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