SCHOOL GENERAL ENVIRONMENT AND STUDENTS' MORAL DEVELOPMENT IN SELECTED SECONDARY SCHOOLS WITHIN MPIGI DISTRICT

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DECLARATION

I, the undersigned declare that this information is my own original work and has never been presented to any other institution for award of any academic undertaking. I solemnly bear and stand to defend any inconstancies

Signature

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GUTTABINGI ANNET

DATE:

...7.../...10.../...2008

DEDICATION

I dedicate this piece of work to my husband, children and all students of Education upon their tireless effort and support they rendered in my academic sphere.

Special thanks go to my supervisor Mr. Ssekajugo Derrick for his guidance towards my successful completion and submission of my research report.

May God Bless him and reward him for his continued support and guidance.

APPROVAL

This is to acknowledge that this report has been submitted under my approval as supervisor

....   7/15/08.........................

Ssekajugo Derrick   **Date**

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ACKNOWLEDGEMENT

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ABSTRACT

This study examined the impact of school General Environment on Students' Moral Development in the selected secondary schools within Mpigi District.

The objects of the study were to establish the impact of; parenting, teachers role in enhancing students' behaviour and, the relationship between school and students' academic performance.

The research was basically descriptive in nature involving both qualitative and quantitative methods. Simple random sampling and purposive sampling were also used to select respondents for the study.

The main instruments for data collection were basically questionnaires and interviews. Data collected was coded and analyzed in form of percentages using frequency counts and tables

The findings of the study showed that there was a correlation between parenting and students' moral development and that teachers play a tremendous role in promoting and enhancing good morals in children

The research recommended among other things that schools should include moral development in their curricula, design appropriate rules and regulations and involve parents as stakeholder in the school administration.

CHAPTER ONE
INTRODUCTION
Background

In this chapter, the research mainly focused on the background to the study, statement of the problem, objectives of the study, research questions, purpose, scope and significance of the study.

Background

Student misbehavior is a problem affecting schools not only in Mpigi but also across the nation and around the world. Student conduct problems in the classroom interfere with teaching and learning and are thought to be a precursor to later school dropout and similar negative social outcomes. Student behavior problems are also thought to be a leading contributor to teacher stress and attrition.

Moral considerations stem from factors intrinsic to actions: consequences such as harm to others, violations of rights, effects on general welfare. Moral issues are, thus, neither arbitrary nor determined by cultural precepts or by consensus. The individual's moral prescriptions are determined by factors inherent in social relationships, as opposed to a particular form of social, cultural, or religious structure (Turiel, 1983).

Turiel (1983) further observed that just as children's conceptions of morality undergo development, so also do their concepts of social convention. Through observation and communication with others, children learn their society's conventions. However, the societal functions of conventions are usually quite complex, and even when children have learned what is expected, they do not fully understand the reasons why such behaviors are considered reasonable and right

Eriksson (1987) observed that during preschool and elementary school years, children tend to define themselves in terms of concrete, easily observable characteristics and behaviors. They typically have a positive self-concept. Children self-concept often drops after they begin elementary school because of new challenges both academic and social.

Kohlberg (1969) observed increased school violence, and he believed that large schools fostered detachment and poor communication between staff and students. Violations of the rules were

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subject to the group's criticism and discipline. Kohlberg asserted that moral development would occur when students shared in the responsibility of creating a moral environment. In fact, within these schools, the students' complex moral reasoning increased while antisocial behavior declined. The content of the moral issues addressed, however, was not the same from school to school and increased moral behavior did not extend beyond the school environment.

Providing children with opportunities to question their own moral reasoning and behavior will foster moral development, but discussing the intentions, perspectives, false beliefs, and judgments of characters within a moral dilemma may also foster moral development. When promoting moral and prosocial behavior, parents, teachers, and other important adults should employ activities suitable for the child's age. Many teachers recognize this need for age appropriate curricula; differences in age appropriateness, however, vary between cultures.

According to domain theory, the child's concepts of morality and social convention emerge out of the child's attempts to account for qualitatively differing forms of social experience associated with these two classes of social events. Actions within the moral domain, such as unprovoked hitting of someone, have intrinsic effects (i.e., the harm that is caused) on the welfare of another person. Such intrinsic effects occur regardless of the nature of social rules that may or may not be in place regarding the action. Because of this, the core features of moral cognition are centered on considerations of the effects, which actions have upon the well-being of persons. Morality is structured by concepts of harm, welfare, and fairness.

According to Piaget, all development emerges from action; that is to say, individuals construct and reconstruct their knowledge of the world as a result of interactions with the environment. Based on his observations of children's application of rules when playing, Piaget determined that morality, too, can be considered a developmental process.

According to Piaget, the thinking of young children is characterized by egocentrism. That is to say, that young children are unable to simultaneously take into account their own view of things with the perspective of someone else. This egocentrism leads children to project their own thoughts and wishes onto others. It is also associated with the uni-directional view of rules and power associated with heteronomous moral thought, and various forms of moral realism. Moral realism is associated with objective responsibility, which is valuing the letter of the law above the purpose of the law. This is why young children are more concerned about the outcomes of actions rather than the intentions of the person doing the act. Moral realism is also associated

with the young child's belief in immanent justice. This is the expectation that punishments automatically follow acts of wrong-doing.

However, through interactions with other children in which the group seeks to play together, children find this strict heteronomous adherence to rules sometimes problematic. As children consider these situations, they develop towards an autonomous stage of moral reasoning, characterized by the ability to consider rules critically, and selectively apply these rules based on a goal of mutual respect and cooperation.

Kohlberg (1969) proposed that children form ways of thinking through their experiences which include understandings of moral concepts such as justice, rights, equality and human welfare. Kohlberg followed the development of moral judgment beyond the ages studied by Piaget, and determined that the process of attaining moral maturity took longer and was more gradual than Piaget had proposed.

Statement of the problem

Moral education is becoming an increasingly popular topic in the fields of psychology and education. Media reports of increased violent juvenile crime, teen pregnancy, and suicide have caused many to declare a moral crisis in our nation. While not all of these social concerns are moral in nature, and most have complex origins, there is a growing trend towards linking the solutions to these and related social problems to the teaching of moral and social values in our public schools. However, considerations of the role schools can and should play in the moral development of youth are themselves the subject of controversy.

Objectives of the Study

General;

The study was to assess and establish the relationship between school environment and students moral development in the selected secondary schools of Mpigi District.

Specific;

- To assess the impact of parenting styles on students' discipline

- Assess the role played by teachers in enhancing students' behaviour

- To determine the relationship between the school and the students' academic performance

Research questions

1) What is the impact of parenting styles on students' discipline?

2) What role is played by teachers in enhancing good behaviour?

3) What is the relationship between the school and the students' academic performance?

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Purpose of the study

The purpose of this study was to assess the relationship between school environment and students' moral development in the selected schools of Mpigi District.

Scope of the study

The study covered selected secondary schools in Mpigi district, namely Kibibi S.S.S., Buddo S.S, , and Gombe S.S.S. The content scope of this study was limited to; assessing the impact of parenting styles on students' behaviour, the role played by teachers in enhancing discipline and the impact of the school on the child's academic performance. Respondents from senior one and three were interviewed and some teachers in the administration.

Significance of the study

In any social institution, students' morals are a vital aspect in determining the level of discipline of a given society. Therefore, the results of this study will;

1) Help Head teachers, Administrators and teachers in setting rules and regulations that are specific and well defined and this will help to reduce on the rampant out break of indiscipline cases.

2) The out comes will assist future scholars in the education to appreciate the turbulent environment in order to seek positive views which can help practitioners to alleviate the challenges involved.

3) Aid in establishing a healthy and conducive climate for learning. The classroom teacher shall equally benefit from this study by learning how to handle the grown up child in the teaching and learning process.

LITERATURE REVIEW

Introduction

This chapter reviewed approaches related to the literature as presented in the study objectives, and also reviewed approaches related to parenting on students' behaviour, school environment on student behaviour and the role played by teachers in enhancing student discipline.

Piaget (1965) from his work concluded that schools should emphasize cooperative decision-making and problem solving, nurturing moral development by requiring students to work out common rules based on fairness. This is a direct rejection of sociologists Emile Durkheim's view of proper moral education (1925/1961). Durkheim, similar to Piaget, believed that morality resulted from social interaction or immersion in a group. However, Durkheim believed moral development was a natural result of attachment to the group, an attachment that manifests itself in a respect for the symbols, rules, and authority of that group. Piaget rejected this belief that children simply learn and internalize the norms for a group; he believed individuals define morality individually through their struggles to arrive at fair solutions. Given this view, Piaget suggested that a classroom teacher perform a difficult task: the educator must provide students with opportunities for personal discovery through problem solving, rather than indoctrinating students with norms.

Parenting on students' behaviour

Children and adolescents from authoritarian families (high in strictness and control, but low in involvement) tend to perform moderately well in school and be uninvolved in problem behavior, but they have poorer social skills, lower self-esteem, and higher levels of depression. Children and adolescents from indulgent homes (high in responsiveness, low in demandingness) are more likely to be involved in problem behavior and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression. Children and adolescents whose parents are uninvolved (neglectful or authoritarian) perform most poorly in all domains (Miller et al., 1993).

Parents have an indispensable role in the student's education. They must be included as partners in planning for the student's success. Parents should have input in structuring a management program. The program should stipulate expected behaviors and consequences. Frequent communication, of both positive and negative behavior change, will keep everyone informed. Begin and end with the positive. Address only one negative at a time. Daily monitoring sheets,

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weekly telephone calls, work sent home on a regular basis, interim reports, report cards (Walker, H. (1995).

Children typically learn the earliest lessons about society's expectations from parents and other family members who teach them basic norms of society. When the schooling starts teachers become equally important socialization agents and when there is a discrepancy between home and school environment they may experience culture shock when they enter school, Smetana(1996)

The development of self-control is a gradual and complex process in which maturation and development of the child's capacities plays a great role. Parents also, however, affect the development of self-control capacities, through a process that is consistent with scaffolding (Bruner, 1975) or guided self-regulation (Sroufe, 1995). Both of these concepts refer to a process in which parents provide support for unmastered skills via guidance and feedback. Along these lines, Schaffer (1996) points out that parents can help at each phase of self-control development by 1) creating the external controls necessary before self-regulation is mastered and 2) engineering the situations so that they are more readily controllable, given the nascent nature of infant and toddler self-control strategies.

Nutrition is related to physical well-being, growth and development, readiness to learn, and risk of disease. Unhealthy eating habits that contribute to health problems tend to be established early in life; young persons who have unhealthy eating habits tend to maintain these habits as they age. A growing body of research supports the fact that participation in a school breakfast program by parents enhances daily nutrient intake. In addition, improvements in nutrition are associated with significant improvements in student academic performance and psychosocial functioning. Following years of research studying the link between nutrition and cognitive development in children, it is now understood that even moderate under-nutrition, can have lasting effects on the cognitive development of children. Inadequate nutrition is a major cause of impaired cognitive development, and is associated with increased educational failure among children.

Hoffman and Saltzstein (1967) reported that parental use of induction led to increased internalization of moral standards and guilt in children. Allinsmith and Greening (1955) similarly reported that avoidance of power assertion by parents increases responsibility more than does

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reliance on power assertion. Kochanska and colleagues have also investigated the parenting correlates and predictors of the development of conscience in young children. Kochanska & Aksan (1995) reported that mutual positive affectivity between mother and child and maternal avoidance of power assertion are related to the internalization of standards in pre-school children. In a different report, Kochanska (1997) extended the notion of mutuality of affect to encompass a broader reciprocity between mother and child, and reported that conscience development is related to a sustained pattern of mother-child reciprocity including mutual affectivity, low power assertion, and maternal empathy.

Adults do not simply transmit moral qualities and beliefs to children. These qualities and beliefs emerge and continually evolve in the wide array of relationships that every child has with both adults and peers starting nearly at birth, and in children felt knowledge of what is harmful, true, or right. In these relationships, children continually sort out, for example, what they owe others, what they should stand for, what traditions are worthy keeping, whether to follow rules, how to contribute to their family, classroom, and community. In other words, how to be a decent human being (Warren Little, 1998).

The school on children discipline
An effective, safe and supportive learning environment engages students as resources in finding youth-oriented ways to promote school safety and security. Youth have culturally-specific information and insight to help find effective ways to eliminate prejudice, racism, hate crimes, bullying, harassment, and other forms of violence. Addressing the social and emotional aspects of human development in the education system leads to an increased sense of belonging and purpose among students that is reflected in their coming more prepared for class, exerting more effort, working cooperatively with one another, participating constructively in class, increasing rate of attendance, completing homework assignments, and increasing academic knowledge and achievement, Tomlinson (1997).

A report published in March 2005, observed that each school's head teacher is responsible for promoting good behaviour and discipline. The head teacher must draw up the school's discipline policy, using the governing body's statement of general principles as a framework. By law, the head teacher must publicise the discipline policy. They may do this by making it known within

the schools and to parents, and by bringing it to the attention of students, parents and staff at least once a year.

The policies and rules of the school which are designed for the common good need to focus on restoration and reconciliation, rather than on retribution and punishment. The intent of discipline is to alter the student's behaviour, not out of fear for the consequences, but out of a desire to fulfill God's demands to love others as ourselves.

The policy should be regularly reviewed, taking into account the views of students, parents and staff. Essential elements are strategies to tackle bullying, racial and sexual harassment, and the school's policy on detention. Overall, the policy should:

- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others
- ensure students' standard of behaviour is acceptable
- regulate students' conduct

There is a range of preventative action that schools can take to maintain good behaviour. These can range from classroom behaviour management to recognition of pupil achievement. The school's discipline policy needs to be fairly and consistently applied by teachers in handling disruptive behaviour.. Schools should be alert to the fact that some difficult behaviour results from special educational needs which are not met, such as emotional and behavioural difficulties (March 2005, Office for Standards in Education).

Susan Poland Giancola (1998) observed that discipline programs and policies should not be isolated from the wider school climate or from instructional practices in the classroom. Successful programs integrate services within the school and focus on classroom management techniques as well as consistency and fairness with students.

Susan P. (1998) further pointed out that academically oriented in-school suspension, conflict resolution strategies, and alternative schools have shown some success in reducing discipline problems. Out-of-school suspensions and corporal punishment are often ineffective in combating school discipline problems and can further exacerbate the problems.

Suspensions are assigned at the discretion of the building administrator. They last from one to 10 days. Often a parent conference is required for the student to re-enter school. The disadvantage of suspension is that the student is not in a learning environment and may be unsupervised while

away from school. Students with disabilities may be suspended for a total of no more than 10 days, counting in school and out-of-school suspensions together. If the suspension is for more than a total of 10 days, a manifestation determination must be conducted to determine whether the behavior was caused by or related to the student's disability. If the behavior was not caused by or related to the student's disability, then the student can be suspended according to normal school policies. However, the school must continue to provide a free appropriate public education during the period of removal (e.g., homebound instruction, alternative education.) If the behavior which resulted in suspension is caused by or related to the student's disability, the rules and regulations must be amended to include instruction on the skills which the student lacks (Foster Johnson, L., & Dunlap, G. (1993).

Discipline is linked to obedience and conformity to rules and regulations, Kochhar, (2002), Value classification is designed to help students overcome confusion and become more positive, purposeful, and productive as well as to have academic achievements, Kochhar, (2002).

Discipline is the most vital aspect of the secondary school administration. The type of discipline obtained in a particular institution will depend on the philosophy behind its educational program, Kochhar (2002). The democratized philosophy will have its impact on the discipline technique and so will the autocratic philosophy shape the discipline procedures, Kochhar (2002).

Eisenberg, Nancy. (2000:665-697) observed that the benefits of incorporating moral development in school curricula may extend beyond decreased antisocial and immoral behavior. Research suggests that it may also help children develop a theory of mind and enhance their social and academic success. Therefore, in an effort to prepare children for socially acceptable community involvement, schools should continue to develop and use appropriate curricula, and researchers should continue to explore the realms of moral development

Schools can best meet students' moral development by helping teachers manage the stresses of their profession and by increasing teachers' capacity for reflection and empathy .Research suggests that it may also help children develop a theory of mind and enhance their social and academic success. Therefore, in an effort to prepare children for socially acceptable community involvement, schools should continue to develop and use appropriate curricula, and researchers should continue to explore the realms of moral development (Rozin, P.et al. 1999).

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A school's rituals, traditions, rules, and procedures have an impact on students' sense of what is right and wrong and what is desired and undesired behavior. So, too, does the school's student culture. What goes on in the lunchroom, the bathrooms, the locker rooms, and on the bus conveys powerful messages to students. This ethos or moral climate of a school is difficult to observe and neatly categorize. Nevertheless, it is the focus of serious attention by educators committed to an infusion approach (Chazan, Barry, 1985)

Kohlberg *et al*, (1989) observed that for schools to enhance students' moral development there is need to offer them the chance to participate in a democratic community. Here, democracy refers to more than simply casting a vote. It entails full participation of community members in arriving at consensual rather than majority rules decision-making. One primary feature of these schools is their relatively small size (often they are actually schools within schools), aimed at providing the students with a sense of belonging to a group which is responsive to individual needs. The central institution of these schools is a community meeting in which issues related to life and discipline in the schools are discussed and democratically decided, with an equal value placed on the voices of students and teachers. An underlying goal of these meetings is to establish collective norms, which express fairness for all members of the community. It is believed that by placing the responsibility of determining and enforcing rules on students, they will take prosocial behavior more seriously.

Kohlberg (1986), argues about the concern of age group in any learning institution and how best these students could be helped to identify what is 'good" and "bad" for example students in adolescents. These do things according to the likes of the peer pressure. They have a strong sense to belong, they are homogeneous and more than else they tend to define the quality and of education with students' school life. So it's always good to set rules and regulations according to age groups in schools.

He further emphasizes the need to assist the youth to develop cognitive and autonomous ways of the moral reasoning. Kohlberg (1963), says, moral development in children and later on in life progress through a sequence of stages, which are usually invariant (the order cannot be skipped as is found in all cultures). To Kohlberg (1963), the rate of moral development varies depending on the training, which is characterized by higher levels of moral reasoning. Buga (1991) says that this approach gives cognition and individual precedence over society and this has led to controversy.

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While there is much we do not know about preventing behavior problems, there is also much we can glean from the existing research. Practices that foster a better academic self-concept in students, encourage positive peer relationships, increase school commitment and involvement, create a positive school climate, and encourage parental involvement might aid in decreasing discipline problems (Sarah P, 1998).

Schools clearly cannot respond to all the troubles that lead to helplessness and hopelessness in teachers. Nevertheless, they can focus on two prime causes: the strain of dealing with students with behaviour troubles; and isolation. Many schools now put a priority on helping teachers work with students with behaviour problems, not only because these problems are so fraying to teachers but also because the problems undercut the learning of all students in the classroom.

Teachers' role in shaping the behaviour of students

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally (Lisa Bardon, 2007).

The teacher student relationship is very important for children. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months. A positive relationship between the student and the teacher is difficult to establish, but can be found for both individuals at either end. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom.

According to the traditional approach, teachers are to teach these virtues (honesty, kindness, patience, strength, etc) through example and direct communication of convictions, by giving students an opportunity to practice these virtues, and by rewarding their expression (Kohlberg, 1969). However, critiques of the traditional approach find flaws inherent in this model. This approach provides no guiding principle for defining what virtues are worthy of espousal, and wrongly assume a community consensus on what are considered positive values. In fact, teachers often end up arbitrarily imposing certain values depending upon their societal, cultural, and personal beliefs. In order to address this issue of ethical relativity, some have adopted the values clarification approach to moral education. This teaching practice is based on

the assumption that there are no single, correct answers to ethical dilemmas, but that there is value in holding clear views and acting accordingly. In addition, there is a value of toleration of divergent views. It follows, then, that the teacher's role is one of discussion moderator, with the goal of teaching merely that people hold different values; the teacher does attempt to present her views as the right views.

Kohlberg rejected the focus on values and virtues, not only due to the lack of consensus on what virtues are to be taught, but also because of the complex nature of practicing such virtues. He observed that people often make different decisions yet hold the same basic moral values. Kohlberg believed a better approach to affecting moral behavior should focus on stages of moral development. These stages are critical; as they consider the way, a person organizes their understanding of virtues, rules, and norms, and integrates these into a moral choice (Power, Higgins, & Kohlberg, 1989). In addition, he rejected the relativist viewpoint in favor of the view that certain principles of justice and fairness represent the pinnacle of moral maturity, as he found that these basic moral principles are found in different cultures and subcultures around the world (Kohlberg & Turiel, 1971).

The goal of moral education is to encourage individuals to develop to the next stage of moral reasoning. Initial educational efforts employed in Kohlberg's theory were grounded in basic Piagetian assumptions of cognitive development. Development, in this model, is not merely the result of gaining more knowledge, but rather consists of a sequence of qualitative changes in the way an individual thinks. Within any stage of development, thought is organized according to the constraints of that stage. An individual then interacts with the environment according to their basic understandings of the environment. However, the children will at some point encounter information which does not fit into their worldview, forcing them to adjust their view to accommodate this new information. This process is called equilibration, and it is through equilibration that development occurs. Early moral development approaches to education, therefore, sought to force students to ponder contradiction inherent to their present level of moral reasoning.

The majority of children begin developing significant use of their ethical principles between the ages of 10 and 12 (Geide, et al 2000). To hesitate in teaching ethical principles until adulthood is not only ineffective but also risky. There are countless examples of the horror stories of students who once empowered with technical skills feel the need to practice them in inappropriate ways.

In addition to being linked to positive social outcomes (such as increased perspective-taking and moral stage, decrease in racial and ethnic stereotyping), cooperative goal structures have been associated with increases in student motivation and academic achievement (Slavin 1980, Slavin et al. 1985). Thus, the use of cooperative education may serve the dual purpose of promoting moral development and linking moral education to the broader curriculum.

Since the 1960's teacher education has downplayed the teacher's role as a transmitter of social and personal values and emphasized other areas such teaching techniques, strategies, models, and skills (e.g., Nucci, 1986a). More and more the vision of a good teacher is as the good technician, the skilled craftsman, who has acquired those behavioral skills and strategies that the effective teacher research claims are related to achievement. However, the fact that effective is defined as the students' scores on standardized tests of basic skills, but without reference to higher order intellectual processes or concern about the students' morals, is of concern to many parents and educators.

Educational psychology, rather than philosophy and religion, has become the basis of teacher training (Ryan, 1989). In most cases, educational psychology focuses on the individual, separated from the social context. Additionally, modern education has been heavily influenced by the behavioral approach, which has proved adept at developing instructional methods that impact achievement as measured by standardized tests. In the opinion of most researchers in the area of character and moral development (e.g., Lickona, 1991; Nucci, 1989), additional emphasis must be placed on the philosophical why of education in addition to the technical know how.

Teachers play a crucial leadership role in students' discussions, promoting rules and norms which have a concern for justice and community, and ultimately enforcing the rules. This role is not an easy one, as teachers must listen closely and understand a student's reasoning, in order to help the student to the next level of reasoning. This requires a delicate balance between letting the students make decisions, and advocating in a way which shows them the limits in their reasoning (Kohlberg *et al*, (1989).

A safe and supportive teacher addresses the individual learning needs of students by using diverse teaching methods to engage students and by creating a classroom atmosphere where caring, responsibility, and a commitment to learning thrive. Teachers build social competency by nurturing students' sense of emotional security and safety, instructing students on ways to

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recognize their emotions and respond to them in socially acceptable ways; guide them in establishing and maintaining healthy relationships; assist them in setting positive goals; help them on ways to meet personal and social needs; teach them to make responsible decisions; and solve problems effectively. A safe and supportive learning environment hinges upon strong interpersonal relationships among students, teachers, and other school personnel, communities and families.

Nucci, L. & Weber, E. (1991) observed that teachers are also better enabled to lead students through consideration of more complex issues which contain elements from more than one domain. By being aware of the developmental changes that occur in students' comprehension of the role of social convention, and related changes in students understanding of what it means to be fair or considerate of the welfare of others, teachers are able to frame consideration of complex social issues in ways that will maximize the ability of students to comprehend and act upon the moral and social meaning of particular courses of action.

Mutual respect, unconditional acceptance of the student as a person and daily forgiveness are basic to fostering a positive student-teacher relationship. This is crucial to the development of a harmonious classroom or school atmosphere so necessary for a wholesome and healthy learning environment. In fact, in order for the students to develop a healthy self-esteem, they need to be noticed and affirmed, not in a negative way, but with dignity, affection and compassion (Gabennsch, 1990).

Key elements of successful student socialization include modeling and instruction of prosocial behavior; communicating positive expectations, attributes, and social labels; and reinforcing desired behavior (Dix, 1993; Good & Brophy, 1994, 1995). Successful socialization further depends on a teacher's ability to adopt an authoritative teaching style for classroom management, and to employ effective counseling skills when seeking to develop positive relationships with individual students. Modeling prosocial behavior is the most basic element for enhancing student socialization, because teachers are unlikely to be successful socializers unless they practice what they preach. Modeling, accompanied by verbalization of the self-talk that guides prosocial behavior, can become a very influential method of student socialization because it conveys the thinking and decision making involved in acting for the common good. In situations in which prosocial behavior is difficult for students to learn, modeling may have to be supplemented with instruction (including practice exercises) in desirable social skills and coping strategies. Such

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instruction should convey not only propositional knowledge (description of the skill and an explanation of why it is desirable), but also procedural knowledge (how to implement the skill) and conditional knowledge (when and why to implement it).consistent projection of positive expectations, attributes, and social labels to students may have a significant impact on fostering self-esteem and increasing motivation toward exhibiting prosocial behaviors. Students who are consistently treated as if they are well-intentioned individuals who respect themselves and others and who desire to act responsibly, morally, and prosocially are more likely to develop these qualities than students who are treated as if they had the opposite inclinations especially if their positive qualities and behaviors are reinforced through expressions of appreciation. When delivered effectively, such reinforcement is likely to increase students' tendencies to attribute their desirable behavior to their own personal traits and to reinforce themselves for possessing and acting on the basis of those traits. Teachers, as the authority figure in the classroom, need to be authoritative rather than either authoritarian or laissez-faire. Teachers have the right and the responsibility to exert leadership and to exercise control, but they increase their chances of success if they are understanding and supportive of students and if they make sure that students understand the reasons behind their demands. Focusing on desired behavior (stressing what to do rather than what not to do) and following up with cues and reminders is also effective. Teachers should be prepared to supply objectively good reasons for their behavior demands.

When situations calling for disciplinary interventions arise, it is important for teachers to handle them effectively. General principles for doing so can be identified: minimize power struggles and face-saving gestures by discussing the incident with the student in private rather than in front of the class; question the student to determine his or her awareness of the behavior and explanation for it; make sure that the student understands why the behavior is inappropriate and cannot be tolerated; seek to get the student to accept responsibility for the behavior and to make a commitment to change; provide any needed modeling or instruction in better ways of coping; work with the student to develop a mutually agreeable plan for solving the problem; concentrate on developing self-regulation capacities through positive socialization and instruction rather than on controlling behavior through the assertion of power.

Teachers who employ effective student socialization strategies can develop genuine solutions to students' chronic personal and behavioral problems rather than merely inhibiting the frequency of misconduct by applying sanctions. Basic socialization and counseling skills may be needed for working with individual students, especially those who display chronic problems in personal

development or adjustment. These basic skills include developing personal relationships with problem students and reassuring them of your continued concern about their welfare despite their provocative behavior; monitoring them closely and, if necessary, intervening frequently but briefly and non disruptively to keep them engaged in academic activities during class; dealing with their problems in more sustained ways outside of class time; handling conflicts calmly without becoming engaged in power struggles; questioning them in ways that are likely to motivate them to talk freely and supply the needed information; using active listening, reflection, interpretation, and related techniques for drawing them out and helping them to develop better insights into themselves and their behavior; insisting that the students accept responsibility for controlling their own behavior while at the same time supportively helping them to do so; and developing productive relationships with their parents, Algozzine, B (1994).

CHAPTER THREE
METHODS

INTRODUCTION

This chapter outlines the methods that the researcher employed to select respondents for the study such; as the research design, study area/population, data and the sampling techniques among others.

Research Design

The research was carried out using a cross sectional survey design to collect data from various categories of respondents to obtain a representative sample size. Category responses were collected from the selected schools to obtain a representative sample upon which deductions are made.

Study population

The research was carried out on students of senior two and three with not more than eighteen years of age in the selected secondary schools of Mpigi District. It will target specifically students, and teachers of selected schools within the District who are thought to posses knowledge on how school environment impacts moral development.

Sample size

A total of 40students and 10 teachers were selected for this study. Teachers were purposively selected because of specific information required from respondents for this study.

Table: Categories of Respondents

Class of Respondents	Sample
students	40
Teachers/administrators	10
Total	**50**

Research Instruments

The researcher used the questionnaire (closed) and interviews in collecting the primary and secondary data. Introductory letter from the university was used to obtain responses from the head teacher, deputy head teachers and students. Closed questions generated information free of influence and keep the respondent focused and on subject.

Interviews will also be used to enable the researcher solicit for more in-depth information through probing the individuals opinion.

Procedures of the Data Collection

A letter from the Dean Faculty of Education to be School Administration of the selected schools was sought to obtain permission from the school authorities to conduct the study and enable the researcher obtain information from respondents at their convenient times.

Sample Size and Sample Selection

By October 2006, data obtained from the sub-county Headquarters Mpigi district showed that there were six secondary schools in the sub county.

The researcher therefore selected three secondary schools for her study. The total number of students under consideration was approximately 80 from which 50 students were sampled.

Choice of the Study Area

Secondary schools in Mpigi have undergone a turbulence of violence; crime due to indiscipline and because of this, the researcher conducted a study to investigating the impact the school environment has on student morals.

Data Analysis and Processing

Analysis of the children's moral development was be carried out in a descriptive format using frequency counts and percentages that will be presented in a tabular form. Coding will also be done to translate statements into values. Such responses from respondents will be collected, recorded and analysed in relationship to the study variables.

Limitations of the Study

Suspicion from teachers and pupils about the researcher's intentions to carry out such a study in their schools. This was observed as some teachers hid from the researcher and it became hard to get true and accurate information from the respondents.

The questionnaire fill rate low due to some subjects like head teachers and students shunning away from the researcher pretending to be very busy. Therefore, there were likelihoods of some respondents not returning the questionnaires.

Considering my area of study and my place of work, they are very distant from one another hence presenting a problem in terms of distance between the sampled area and researcher's place of residence. This limited the number of questionnaires to be administered by the researcher.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter dealt with presentation, interpretation and analysis of key findings as stated from the objectives and research questions. The findings are presented in frequency tables and percentages. Data was collected from students of the selected secondary schools within Mpigi District.

Section A will deal with demographic characteristics of respondents while section B will show the decisions on the research questions

Section A: Demographic Characteristics of Respondents

Table 1: Sex of Respondents

Sex	Frequency	Percent
Male	23	46
female	27	54
Total	**50**	**100.0**

Source: Primary data

The responses indicate that female respondents were the majority 27(54%) as compared to the male counterparts 23(46%). This could be partly attributed to the fact that there's an increase in girl- child education in schools today.

Table 2: Age of Respondents

Age	Frequency	Percent
14-15	18	36
16-18	32	64
Total	**50**	**100.0**

Source: Primary data

Responses obtained indicate that most of the respondents were between 16-18 years of age 32(64%) as compared to 18 (36%) responses of age 14-15 years. This implies that children go to school when they are old enough and acquired morals from the home environment.

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Table 3: Class of Respondents

Class	Frequency	Percent
Senior two	22	44
Senior three	28	56
Total	50	100.0

Source: Primary data

Majority of the respondents 28 (56%) belonged to senior three while 22 (44%) were in senior two. Since there was an observable increase in the number of students in senior three, this is attributable to the fact that some new students were admitted to senior three.

Table 4: Period taken by Respondents in School

Duration (years)	Frequency	Percent
1 year	05	10
2 years	18	36
3 years	25	50
4 years	02	4
Total	50	100.0

Source: Primary data

Most of the respondents 25 (50%) had stayed in the school for a maximum of three period of 3 years, then 18 (36%) less than 3 years, followed by 05 (10%) had stayed for one year and 02 (4%) has stayed in the school for four years. This is attributed to the fact that most of the respondents joined these schools in senior one.

SECTION B: Decisions on the research Questions.

Table 5: Relevancy of Parents' involvement in administrative affairs of the School

Responses	Frequency	Percent
Highly relevant	18	36
Relevant	04	8
Fair	02	4
Irrelevant	10	20
Highly Irrelevant	16	32
Total	**50**	**100.0**

Source: Primary data

Most of the respondents 18 (36%) observed that parents should be involved in the administrative affairs of the schools, followed by 04 (8%), however, 16 (32%) of the respondents observed that it was not relevant to involve parents in school administrative affairs, and 10 (20%) said it was irrelevant. This is because majority of immoral students do not want to reveal their behaviours disclosed to parents.

Table 6: Role of parents in promoting students' self-control

Responses	Frequency	Percent
Highly relevant	23	46
Relevant	12	24
Fair	10	20
Irrelevant	03	6
Highly Irrelevant	02	4
Total	**50**	**100.0**

Source: Primary data

Majority of the respondents 23 (46%) acknowledged the role of parents in promoting self-control, followed by 12 (24%), fair 10 (20%), irrelevant 03 (6%), and, highly irrelevant 02 (4%). This implies that children learn the earliest lessons about society's expectations from parents and other family members who teach them basic norms of society.

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Table 7: Parents' Role in preventing unhealthy habits

Responses	Frequency	Percent
Highly relevant	20	40
Relevant	13	26
Fair	07	14
Irrelevant	04	8
Highly Irrelevant	06	12
Total	50	100.0

Source: Primary data

Majority of the respondents 20 (40%) accepted that parents play a great role in preventing unhealthy habits, followed by relevant 13 (26%), fair 07 (14%), highly irrelevant 06 (12%) and irrelevant 04 (8%). This could be attributed to the fact that moderate under-nutrition can have lasting effects on the cognitive development of children.

Table 8: Role-played by adults in transmitting moral qualities to children

Responses	Frequency	Percent
Highly relevant	11	22
Relevant	13	26
Fair	04	8
Irrelevant	12	24
Highly Irrelevant	10	20
Total	50	100.0

Source: Primary data

Majority of the respondents 13 (26%) appreciate the role played by adults, followed by 11 (22%) and, fair 04 (8%). However, some of the respondents downplayed the role of adults in promoting moral qualities and responses were; irrelevant 12 (24%), followed by highly irrelevant 10 (20%). This is attributed to the fact that moral qualities and beliefs emerge and continually evolve in the wide array of relationships that every child has with both adults and peers in recognizing what is harmful, true, or right.

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Table 9: Parents' involvement and interest in children's education & conduct

Responses	Frequency	Percent
Highly relevant	26	52
Relevant	12	24
Fair	04	8
Irrelevant	02	4
Highly Irrelevant	06	12
Total	50	100.0

Source: Primary data

Majority of respondents 26 (52%) appreciated the role of parental involvement in the education and conduct of students, followed by 12 (24%) relevant, 6 (12%) highly irrelevant, 04 (8%) fair, and 02 (4%) irrelevant. This could be attributed to the fact that parents play a great role in the education of students.

Table 10: Relevancy of punishments to students

Responses	Frequency	Percent
Highly relevant	04	8
Relevant	02	4
Fair	09	18
Irrelevant	17	34
Highly Irrelevant	18	36
Total	50	100.0

Source: Primary data

Most of the respondents 18 (36%) revealed that it was highly irrelevant to administer punishments, followed by 17 (34%) irrelevant, 09 (18%) fair, 04 (8%) highly relevant while 02 (4%) of the respondents indicated that it was relevant. This may be partly due to the fact that punishments make students to lose concentration in school.

Table 11: Relevancy of school rules and regulations

Responses	Frequency	Percent
Highly relevant	16	32
Relevant	19	38
Fair	06	12
Irrelevant	06	12
Highly Irrelevant	03	6
Total	**50**	**100.0**

Source: Primary data

Majority of the respondents 19 (38%) observed the relevancy of school rules and regulations, 16(32%) highly relevant, 06 (12%) fair, 06 (12%) irrelevant and 03 (6%) observed that it was highly irrelevant. This is because school rules and regulations are the foundation upon which activities within the school are conducted and, regulations being a guiding instrument on discipline when well implemented can lead to good morals among students.

Table 12: Students' participation in the Democratic community

Responses	Frequency	Percent
Highly relevant	19	38
Relevant	16	32
Fair	06	12
Irrelevant	08	16
Highly Irrelevant	01	2
Total	**50**	**100.0**

Source: Primary data

Responses from 19 (38%) of the respondents observed the relevancy of students' participation in democratic community, followed by 16 (32%) relevant, 08 (16%) irrelevant, 06 (12%) fair and 01 (2%) responses indicated highly irrelevant. This could partly be attributed to need for students to exercise their political rights as a basis for enhancing their moral development in the community.

Table 13: Importance of including moral development in the school curricula

Responses	Frequency	Percent
Highly relevant	21	42
Relevant	15	30
Fair	07	14
Irrelevant	03	6
Highly Irrelevant	04	8
Total	50	100.0

Source: Primary data

Majority of the respondents 21 (42%) revealed that it was highly relevant, followed by 15 (30%) relevant, 07 (14%) fair, 04 (8%) highly irrelevant and 03 (6%) irrelevant. This could be partly because the school as a social institution can enforce and teach acceptable norms of society.

Table 14: school suspensions

Responses	Frequency	Percent
Highly relevant	06	12
Relevant	04	8
Fair	03	6
Irrelevant	14	28
Highly Irrelevant	23	46
Total	50	100.0

Source: Primary data

Responses indicate that 23 (46%) of the respondents observed that school suspensions are highly irrelevant, followed by 14 (28%) irrelevant, 06 (12%) highly relevant, 04 (8%) relevant and 03 (6%) fair. This is explained by the fact that the days spent by the students in serving the punishment are not meant to inculcate discipline in the student.

Table 15: Relevancy of in class and in school student supervision

Responses	Frequency	Percent
Highly relevant	16	32
Relevant	15	30
Fair	08	16
Irrelevant	07	14
Highly Irrelevant	04	8
Total	50	100.0

Source: Primary data

Study findings reveal that 16 (32%) of the respondents observed the relevancy of in class and in school supervision, followed by 15 (30%) relevant, 08 (16%) fair, 07 (14%) irrelevant and 04 (8%) highly irrelevant. This can be explained by the fact that students' academic performance and discipline need to be closely monitored to groom a solid and responsible individual.

Table 16: Relevancy of managing classroom environment by teachers

Responses	Frequency	Percent
Highly relevant	04	8
Relevant	07	14
Fair	09	18
Irrelevant	12	24
Highly Irrelevant	18	36
Total	50	100.0

Source: Primary data

Most of the respondents 18 (36%) opposed the notion of managing classroom environment, followed by 12 (24%) irrelevant, 09 (18%) fair, 07 (14%) relevant while 04 (8%) observed that managing classroom environment was highly relevant. This may be due to some acts of indiscipline whereby students do not want to be monitored for the acts they commit while in class for a teacher to take action.

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Table 17: Student- teacher relationships

Responses	Frequency	Percent
Highly relevant	20	40
Relevant	18	36
Fair	06	12
Irrelevant	04	8
Highly Irrelevant	02	4
Total	50	100.0

Source: Primary data

Study findings indicate that student- teacher relationships is highly relevant 20 (40%), followed by 18 (36%) relevant, 06 (12%) fair, 04 (8%) irrelevant while 02 (4%) of the respondents indicated that it was highly irrelevant. This could be explained by the fact that student- teacher interaction enhances moral inculcation and good learning hence a positive relationship.

Table 18: Teacher's response to disciplinary actions in resolving conflicts

Responses	Frequency	Percent
Highly relevant	21	42
Relevant	15	30
Fair	08	16
Irrelevant	04	8
Highly Irrelevant	02	4
Total	50	100.0

Source: Primary data

Findings reveal that 21(42%) of the respondents agreed that teacher's were more concerned about students' discipline, followed by 15 (30%), fair 08(16%), irrelevant 04(8%) and finally, highly irrelevant 02(4%).Therefore, the findings of the study revealed that, teachers have concern for student's discipline. This implies that teachers' efforts really affect students' discipline hence imparting good morals.

Table 19: Methods used by teachers in addressing learning needs of students

Responses	Frequency	Percent
Highly relevant	19	38
Relevant	14	28
Fair	08	16
Irrelevant	06	12
Highly Irrelevant	03	6
Total	**50**	**100.0**

Source: Primary data

Findings show that 19(38%) of the respondents observed that the methods used by teachers in addressing individual learning needs are highly relevant, followed by 14 (28%), fair 08(16%), irrelevant 06(12%) and, highly irrelevant 03(6%).Hence, the methods used by teachers in addressing individual learning needs have a bearing on students' moral development.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

This chapter contains a discussion of research findings, summary, conclusions and recommendations. It presents the discussions of the data that was collected in finding out the impact of the School General Environment on Students' Moral development.

DISCUSSION

The discussion is divided into two sections. The first section discusses the findings on demographic characteristics of respondents; the second section interprets important variables on the research hypothesis.

Results on Demographic Characteristics

Sex of Respondents

Majority of the respondents (table 1) were females compared to the male counterparts. This can be explained by the increased emphasis on girl-child education by government as provided by Castle Commission (1963), which laid emphasis on the expansion of girls' education

Age of Respondents

Results from table 2 indicated that majority of the respondents were between 16-18 years of age. This implies that most of the students go to school when they have acquired social orientation from their families or homes from where they live. Therefore, the school only improves on their behaviour modes already acquired but does little on shaping their morals.

Class of Respondents

Findings from table 3, indicated that majority of the respondents 28 (56%) belonged to senior three while 22 (44%) were in senior two. Since there was an observable increase in the number of students in senior three, this is attributable to the fact that some new students with different modes of behaviour were admitted to senior three.

Years of stay of Respondents in school

Table 4 showed that most of the respondents 25 (50%) had stayed in the school for a maximum period of three of 3 years, followed by 18 (36%) 2 years, followed by 05 (10%) had stayed for

one year and 02 (4%) has stayed in the school for four years. This implies that majority of the students had joined the schools in senior one hence had observed the school rules and regulations.

Section II

Findings from table 5, (36%) indicated that that parents should be involved in the administrative affairs of the schools. This is in agreement with Walker (1995), who observed that parents have an indispensable role in the students' education. He further noted that parents should be included as partners in planning for students' success.

Schaffer (1996) also pointed out that parents can help at each phase of self-control development by creating the external controls necessary before self-regulation is mastered and, engineering the situations so that they are more readily controllable given the nascent nature of infant and toddler self-control strategies.

Findings from table 6 indicated that majority of the respondents 23 (46%) acknowledged the role of parents in promoting self-control. Smetana, J. G. (1996) agrees with this view when he observed that children typically learn the earliest lessons about society's expectations from parents and other family members who teach them basic norms of society. Bruner, (1975) also noted that parents also affect the development of self-control capacities through a process that is consistent with scaffolding.

Table 7 revealed that 20 (40%) of the respondents accepted that parents play a great role in preventing unhealthy habits. This is in agreement with research findings, which revealed that moderate under-nutrition can have lasting effects on the cognitive development of children. The research further noted that inadequate nutrition is a major cause of impaired cognitive development and is associated with increased educational failure among children.

Findings from table 8 indicated that most of the respondents 13 (26%) appreciate the role played by adults. However, Warren Little (1998) disagreed with this view when he stated that adults do not simply transmit moral qualities and beliefs to children. He observed that moral qualities and beliefs emerge and continually evolve in a wide array of relationships that every child has with both adults and peers in recognizing what is harmful, true, or right.

Analysis of the findings from table 9 indicated that majority of respondents 26 (52%) appreciated the role of parental involvement in the education and conduct of students. This is in agreement with the view held by Walker (1995) who observed that parents have an indispensable role in the students' education. Hoffman & Saltzstein (1967) also held similar views when they observed that parental use of induction led to increased internalization of moral standards and guilt in children.

Findings from table 10 indicated that most of the respondents 18 (36%) had a negative view on the relevancy of punishments. This is in agreement with Susan P (1998) who urged that out of school suspensions and corporal punishments are often ineffective in combating school discipline problems and can further exacerbate the problems. The Report from the Office for Standards in Education (2005) also noted that there is a range of preventive action that schools can take to maintain good behaviour and pointed out classroom management and recognition of student achievement as vital aspects of behaviour control.

Table 11 Majority of the respondents 19 (38%) observed the relevancy of school rules and regulations. This is in agreement with Donnella *et al* (1988) who urged that the policies and rules of the school need to focus on restoration and reconciliation, rather than on retribution and punishment. He observed that the intent of discipline is to alter the students' behaviour not out of fear for consequences, but out of a desire to fulfill God's demands to love others as ourselves

Kochhar, (2002)observed that discipline is linked to obedience and conformity to rules and regulations, Value classification is designed to help students overcome confusion and become more positive, purposeful, and productive as well as to have academic achievements, Kochhar, (2002).

Analysis of the findings from table 12 indicated that 19 (38%) of the respondents observed the relevancy of students' participation in democratic community. This is in line with Tomlinson (1997), who asserted that youth have culturally specific information and insight to help find effective ways to eliminate prejudice, hate, crimes, bullying and other forms of violence. He further noted that addressing the social and emotional aspects of human development in the education system leads to an increased sense of belonging and purpose among students, which is reflected in their working cooperatively.

Kohlberg *et al* (19890 held the same view when he noted that for schools to enhance students' moral development, there's need to offer them the chance to participate in the democratic community.

Findings from table 13, revealed that majority of the respondents 21 (42%) consented to the idea of including moral development in the school curricula. This is in agreement with Eisenberg, Nancy (2000) who observed that the benefits of incorporating moral development in school curricula might extend beyond decreased antisocial and immoral behaviour. Research suggests that it may also help students develop a theory of mind and enhance their social and academic success.

Findings from table 14 indicated that 23 (46%) of the respondents observed that school suspensions are highly irrelevant. This is in agreement with Chazan, Barry, (1985) who asserted that a school's rituals, traditions, rules, and procedures have an impact on students' sense of what is right and wrong and what is desired and undesired behavior. So, too, does the school's student culture. Barry (1985) further noted that what goes on in the lunchroom, the bathrooms, the locker rooms, and on the bus conveys powerful messages to students. This ethos or moral climate of a school is difficult to observe and neatly categorize. Nevertheless, it is the focus of serious attention by educators committed to an infusion approach

Analysis of findings from table 15 revealed that 16 (32%) of the respondents observed the relevancy of in class and in school supervision. This is in agreement with Kohlberg (1989) who observed that teachers play a crucial leadership role in students' discussions, promoting rules and norms, which have a concern for justice and community, and ultimately enforcing the rules.

Results from table 16 revealed that 18 (36%) opposed the notion of managing classroom environment. This is contrary to the views held by Kohlberg *et al* (1989) who observed that teachers play a crucial leadership role in students' discussions, promoting rules and norms which have a concern for justice and community. He further revealed that teachers play an active role of closely listening and understanding student reasoning in order to help the student to the next level of reasoning. Cherry C. (1983) also pointed out that teachers build social competency by nurturing students' sense of emotional security and safety, instructing students on ways to recognize their emotions and respond to them in socially acceptable ways.

Analysis of findings from table 17, 20(40%), indicated that student- teacher relationships is highly relevant. This is in agreement with Cherry, C. (1983) who observed that a safe and supportive learning environment hinges upon strong interpersonal relationships among students, teachers and other school personnel. Lisa Bardon (2007) also agrees with Cherry (1983) who asserted that teacher-student relationship is very important. Bardon observed that a teacher and student who have the qualities of good communication, respect in a classroom, and show interest in teaching from point of view of the teacher and learning from a student would establish a positive relationship in the classroom.

Findings from table 18 showed that 21(42%) of the respondents agreed that teacher's were more concerned about students' discipline. This is in agreement with Algozzine, B. (1994) who observed that teachers who employ effective student socialization strategies can develop genuine solutions to students' chronic personal and behavioural problems rather than merely inhibiting the frequency of misconduct by applying sanctions.

Findings from table 19 showed that (38%) of the respondents observed that the methods used by teachers in addressing individual learning needs are highly relevant. Nucci, L. & Weber, E (1991) supported this view when they asserted that by being aware of the developmental changes that occur in students' comprehension of the role of social convention and related changes in students understanding of what it means to be fair or considerate of the welfare of others, teachers are able to frame consideration of complex social issues in ways that will maximize the ability of students to comprehend and act upon the moral and social meaning of particular courses of action.

SUMMARY
> Parenting has an impact on students' moral development in the selected secondary schools within Mpigi District
> The schools environment has less impact on students' morals since moral development transcends in stages and traces its origin from the family or home from where the child/ student is inclined
> Teachers play an important role in shaping behaviour and providing direction to students on which morals to embrace to fit within the community settings and to become responsible citizens in the environment

CONCLUSION

Basing on the findings as presented in the previous chapter, the following major conclusions were drawn within the selected secondary schools in Mpigi District

- ➤ Parenting styles and their involvement in administrative functions of the school have a significant impact on students' moral development
- ➤ The school plays an important role in mold students' morals though moral qualities and beliefs emerge and continually evolve in a wide array of relationships that every child has with both adults and peers in recognizing what is harmful, true, or right.
- ➤ Teachers are important socializers for children in the school environment and help in guiding students in identifying good and bad ethical behaviours in society

RECOMMENDATIONS

Basing on the study findings, the researcher makes the following recommendations

- ➤ Moral development should be included in the school curricula to enhance students' behaviour
- ➤ School administrators should design appropriate school rules and regulations suited to the needs of both teachers and students to harmonize working relationships and interactions between teachers and students.
- ➤ Parents in collaboration with school administrator should work hand in hand in imparting good morals and conduct if the society is to realise a solid individual.

AREAS OF FURTHER RESEARCH

- ➤ The impact of incorporating moral development in the school curricula
- ➤ The relationship between the home environment and children moral development
- ➤ Parenting styles on enhancing the behaviour of students

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APPENDIX A: QUESTIONNAIRE FOR RESPODENTS

I am researching on the "School Environment on Students' moral development". The information sought is for academic research only and will be treated confidential. Hence, you are humbly requested to fill out all the questions correctly by putting a tick √ in the right box to indicate your response.

SECTION A: BACKGROUND INFORMATION

1. What is your sex?

Male ☐   Female ☐

2. What is your age? ☐

3. What is your class? ☐

4. How long have you been in this school? ☐

SECTION B: INFORMATION RELATING TO VARIABLES

i) Parenting on students' Behaviour

5. How relevant do you rate parents involvement in the administrative affairs of the school?

Highly relevant ☐   relevant ☐   fair ☐
Irrelevant ☐ highly irrelevant ☐

6. How do you rate the role of parents in providing unmastered skills to students' for self-control?

Highly relevant ☐   relevant ☐   fair ☐
Irrelevant ☐ highly irrelevant ☐

7. How do you rate the role of parents in preventing unhealthy habits that may hinder moral development?

Highly relevant ☐   relevant ☐   fair ☐
Irrelevant ☐ highly irrelevant ☐

8. How do you rate the role played by adults in transmitting moral qualities and beliefs to children?

Highly relevant ☐   relevant ☐   fair ☐

Irrelevant ☐   highly irrelevant ☐

9. In your view, how do you rate parents' involvement and interest in children's education in enhancing students' conduct?

Highly relevant ☐   relevant ☐   fair ☐

Irrelevant ☐ highly irrelevant ☐

ii): The School on Students' discipline

10. In your opinion, how do you rate the relevancy of punishments to students?

Highly relevant ☐   relevant ☐   fair ☐

Irrelevant ☐ highly irrelevant ☐

11. In your view, how do you consider the relevancy of school rules and regulations?

Highly relevant ☐   relevant ☐   fair ☐

Irrelevant ☐ highly irrelevant ☐

12. How do you rate the idea of giving students chance to participate in a democratic community?

Highly relevant ☐   relevant ☐   fair ☐

Irrelevant ☐ highly irrelevant ☐

13. How does the school consider the idea of including moral development in their curricula?

Highly relevant ☐   relevant ☐   fair ☐

Irrelevant ☐ highly irrelevant ☐

14. In your view, how do you consider the idea of out of school and in school suspensions to students?

Highly relevant ☐   relevant ☐   fair ☐

Irrelevant ☐ highly irrelevant ☐

iii) Teachers on Student Behaviour

15. What is the relevancy of student supervision at school and in Class?

Highly relevant ☐   relevant ☐   fair ☐
Irrelevant ☐ highly irrelevant ☐

16. How do you rate the relevance of enforcing and managing classroom environment by teachers?

Highly relevant ☐   relevant ☐   fair ☐
Irrelevant ☐ highly irrelevant ☐

17. How do you consider the relevancy of teacher student-relationships in enhancing good morals in school?

Highly relevant ☐   relevant ☐   fair ☐
Irrelevant ☐ highly irrelevant ☐

18. In your view, how do you rate the way teachers respond to disciplinary interventions in trying to solve resolve conflicts?

Highly relevant ☐   relevant ☐   fair ☐
Irrelevant ☐ highly irrelevant ☐

19 How do you rate the methods used by teachers in addressing the individual learning needs of students and nurturing students' sense of emotional security and safety?

Highly relevant ☐   relevant ☐   fair ☐
Irrelevant ☐ highly irrelevant ☐