
NEOCOLONIALISM AND MORAL DEVELOPMENT AMONG STUDENTS OF SECONDARY SCHOOLS: A CASE STUDY OF HUMURA SECONDARY SCHOOL.**1 Twahirwa Rasmus, 2 Kalikola Jocab****1, 2 Metropolitan International University****ABSTRACT**

This research report study aimed to investigate the “impacts of neocolonialism on the moral s development among students of secondary schools: a case study of Humura Secondary School”. Questionnaires were used to collect data under a case study research design. Qualitative and quantitative means were used to analyze the data. The objectives of the study used were; To establish the impacts of military neocolonialism on students’ moral development in Humura secondary school in Kyegegwa district Western Uganda, to establish the impact of cultural neocolonialism on students’ moral development in Humura secondary school in Kyegegwa district in Western Uganda and to establish the impact of tell girls neocolonialism on student’s moral development bin Humura secondary school in Kyegegwa district Western Uganda. From the findings, it was indicated that the environment was another leading cause to behavior changes amongst students in school provided 36% as indicated on the table above. However, there were other causes of behavior changes as indicated among others include permissiveness 24%, excitement 20%, children rights 2%, peer pressure 16%. this proves that leaving culture aside, there are other causes to behavior changes as indicated in the table above. There is a need to conduct similar study that involves either female only or male only and then the findings can be compared. This study involved respondents who were familiar with neocolonialism and its impacts in many aspects and shares of life like economic development of Africa among others.

Key words: neocolonialism, moral development, students and secondary schools**Background of the study.**

The aspect of moral improvement has been of gauge emphasize on Africa for a long-time frame. (Kruithof 1993) centered on neocolonialism and its effects on ethical improvement most of the secondary college students and discovered out that there's permit relationship between the neo colonialism and moral improvement some of the secondary college students (Anthony et al., 2023). After some time learnt neocolonialism in education techniques when it comes to ethical development and determined out that there is excessive dating between neocolonialism and ethical development the various students in secondary colleges (Christopher, Komunda, et al., 2022). No of those research however, was on moral development amongst secondary college students in Humura secondary school in Kyegegwa district western Uganda which gaps the inspiration observe intends to fill (Aisha et al., 2023).

Problem Statement

Learners to prevail academically need to have proper morals (Punch 2001). It's far very vital for rookies inclined to gain academically to always show excellent morals at some point of at faculty or even out of college (Christopher, Moses, et al., 2022). Sick comingly, the moral improvement of secondary college students has been witnessed at a

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Corresponding: Author: research.miu.ac.ug/publications

gradual pace (Conen and furnish 1999), Stromquist 2002 and many others. college students were observed of neglecting the faculty regulations and rules and failure to be submissive to their cultural practices via adopting the western ones (Sylvia & Peter, 2023).The failure of these students to expand correct morals as expected has caused undesirable out comes amongst others include early marriage, early pregnancy, failure at the country wide exam all which these have led the dad and mom to withdraw college students' from studies and a few being ex-communicated through their dad and mom. unless this hassle is solved, the scholars'' future is in risk. they may fail to join the further studies and ultimately leaving a miserable lifestyle hence this studies concept is interested in finding out what could be the great approach to this problem (Richard, 2022).

Specific objectives.

1. To establish the impacts of military neocolonialism on students' moral development in Humura secondary school in Kyegegwa district Western Uganda.
2. To establish the impact of cultural neocolonialism on students moral development in Humura secondary school in Kyegegwa district in Western Uganda.
3. To establish the impact of tell girls neocolonialism on students moral development bin Humura secondary school in Kyegegwa district Western Uganda.

Methodology**Research Design**

The study used a descriptive design based on questionnaires that were of a cross sectional design that was conducted at a single place in time and focused to the research under study (Amin 2005). It also gave descriptive analysis of respondent's opinions. Data collection using questionnaires were considered important for the study in the area of practical work experience.

Study Population and sampling technique

According to Greg Lawrings (2015), population is defined as the inhabitants of a particular place. The study population included the population description and the population sampling design. The targeted population was on 300 Students and 25teachers and 70 parents. The researcher used sampling technique to get a sample. To select the respondent's, Purposive sampling method was used to help the researcher get detailed information for the evaluation of the study and for the inclusion of only those respondents who hold vital information that the researcher needed.

Table 1: Sample Size

Respondents	Target Population
Students	50
Teachers	25
Stake holder personnel's	25
Total	100

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Source; Researcher, 2022

The researcher used a sample size of 50 students, 25 teachers as well 25 stake holders in all the different villages and schools in the district using stratified sampling technique because it is the most effective when handling heterogeneous population's parameters to be obtained like this one, and enables separate estimates of the populations of the parameters to be obtained for each stratum without additional sampling. Respondents from different villages and schools were then selected using simple random sampling technique to make the results objective and inferences based on them more valid.

Data Analysis

This involved, tabulation of the collected data using SPSS (Nelson et al., 2022). A quantitative method was used in computation of percentages and totals. Tables were used to present and summarize data for easy interpretation and display of information

RESULTS**Table 2: Opinions on the other Causes of moral development changes among students**

The study sought to investigate the possible causes of behavior changes among students as shown in the figure below

causes	Frequency	percentage
Environment	19	36%
permissiveness	12	24%
Excitement	10	20%
Children rights	1	2%
Peer pressure	8	16%
Total	50	100%

Source; Primary data, 2022

From the figure above its clearly indicated that the environment is another leading cause to behavior changes amongst students in school provided 36% as indicated on the table above. However, there are other causes of behavior changes as indicated among others include permissiveness 24%, excitement 20%, children rights 2%, peer pressure 16%. this proves that leaving culture aside, there are other causes to behavior changes as indicated in the table above.

Table 3: Respondents view on weather neocolonialism has positively, negatively affected moral development of students.

The respondents intended to know whether neocolonialism has positively or negatively impacted the behaviors of students and provided below were the results as seen below.

	Frequency	Percentage
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Negative	32	64%
Positive	18	36%
Total	50	100%

Source; Primary data, 2022

From the above figure, 32 of the respondents as the majority making a percentage of 64% agreed that culture has negatively influenced students behavior leaving just 36% as the only respondents who in favor of the culture (Micheal et al., 2023).

Impacts of neocolonialism on education.

Regarding the relationship between neo-colonialism and educational policies, Scholars like Punch (2001), Conen and Grant (1999), Stromquist (2002) among others, in their studies have examined the nature of educational policies used by post-colonial education policymakers (Victoria et al., 2023). Punch (2001) contends that, for analyzing neo-colonialism within educational context, it is based on the ideal of different dimensions of schooling within a country. Neo-colonialism can be placed on a continuum where complete control by foreign powers is at one end of continuum and complete control by independent nations on the other. Likewise, (Polycarp et al., 2023) envisioned that, neo-colonial powers adopt similar strategies of dominance and dictate the educational policies in the so-called developing countries in various ways such as providing money and technical assistance for educational reforms (Victoria et al., 2023). For example, the former colonizers send large number of teachers and teacher trainers to developing countries. They also provide scholarship for students and teachers from the developing countries, who come to the West and learn about Western traditions of curriculum and pedagogy. After returning to their home countries, most of them continue to use these Western pedagogies and maintain strong ties to the countries or institutions that provide scholarship for them (Richard et al., 2023). However, the true relationship of neo-colonialism on O-level educational policies in Uganda had not been empirically unveiled which this study did.

Conclusions

The analysis in this paper addresses issues of neo-colonialism in education: the inappropriate wholesale adoption of Western educational theories and practices. Through examination of the operation of CL in African contexts, we have highlighted the potential for mismatch when educational approaches are transferred across cultures without sufficient consideration of the norms and values of the host society. Cross-cultural cloning, increasingly fueled by Western oriented globalization, may result in academic ineffectiveness, serious neglect of cultural assets, weakening of the host culture 's own research capacity and at the same time, may help to perpetuate a sense of dependency on the part of formerly colonized host cultures.

Recommendations

While the study was limited to and within only the school environment to only students and teachers, engaged and who are affected by the culture, the findings showed that Majority of the student's moral development were influenced by culture and there as well the influence of the environment; the researcher recommends that further

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research should be conducted on a wide scale area for more findings by using techniques which will make respondents cooperative in providing the information. There is a need to conduct similar study that involves either female only or male only and then the findings can be compared. This study involved respondents who were familiar with neocolonialism and its impacts in many aspects and shares of life like economic development of Africa among others.

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