
**EFFECTS OF DIVINE GUIDANCE ON MORAL DEVELOPMENT AMONG STUDENTS IN
SECONDARY SCHOOLS, A CASE STUDY IN ENTEBBE SECONDARY SCHOOL ENTEBBE
MUNICIPALITY WAKISO DISTRICT**

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ABSTRACT

The moral standing and general conduct of Entebbe secondary School students in the wider society has been dropping in the recent past. The morals of the secondary school graduates in colleges and society do not reflect the acquisition and practice of values learnt through Christian religious education and Islamic religious education as well as the morals stressed at school by teachers that vary in different aspects. This study was therefore designed to assess the role or effect of divine guidance on moral development of students in secondary schools, the objectives of the study were: To determine the impact of divine teachings onto the moral development of learners in secondary schools, to investigate the causes of indiscipline cases among students in secondary schools, to find out other sources of indiscipline among students and to find alternatives measures to curb the vices. It is evidenced that poor relationship with parents scoring 74(100%) was the major cause among other factors. In relation to the above peer influence and permissiveness scoring the second position with 65(88%) each cause followed by drug abuse scoring 53(71%), ignorance, carelessness and imprudence at 52(70%). These causes were considered to be the major causes for this study after applying Mugenda and Mugenda 1999 analysis. However other causes were considered relevant from this study and the responses of these causes indicated that poverty at 51(69%), low self-esteem scoring 38(51%) and adolescents' perception cultural values and norms scoring 20(27%). The ministry of education should work together with teachers and parents to revise the syllabus so as to

include more contents of students' specific sub-topics on positive behavior change. Religious leaders like priests and also religious teachers through school management should organize for students' trainings' Christian union officials training and learners' camps where Christianity is taught as well as guidance and counseling.

Key words: religion, divine guidance, development and students

Background of the study:

Divine guidance as a theology, is a special influence of a divinity on the minds of human beings. This is driven from the religious perspective and understanding the existence of God and as well the teachings that are reflected from the scriptures (gospels) during the life of Jesus Christ to the Christian religion and as well as the teachings followed by the Muslim religion under prophet Muhammad. According to Reza, we need divine guidance to provide principles of morality like justice, peace, honesty, righteousness, brotherhood, equity, virtuousness, tolerance, sacrifice, help the poor and others. He argues that these are the virtues without which our lives will lose its order, normalcy and turn into chaos. It is possible to acquire these values without religion, but certainly in the absence of firm religious belief, those values appear to lose that meaning and become a mere piece of advice which can be accepted or rejected. Without divine guidance it shows that cases of indiscipline in schools will increase and this disrupts teaching and learning and the smooth social interaction in classroom functioning and such cases include, lateness to school, cultism, drug abuse, insulting/ assaulting, stealing, rioting, and any other related anti-social vices (Anthony et al., 2023).

Sinatwa (2002) noted that the major aims of rules and regulations are to nurture the students to help them become responsible citizens in future. The aim of school

discipline should be therefore be seen to help students cope well, be happy, safe and useful to the society they belong (Nakpodia, 2010). However, psychologists opine that some disciplinary measure such as corporal punishments may increase aggression and indiscipline and used by the in disciplined students as way to resist being disciplined hence calling for divine guidance to help handle or add value towards the moral uprightness of students in schools (Kanyerere & Muhammed, 2023).

Statement of the problem

Divine guidance is a thought of aspect of education that can improve and help instill desirable moral behavioral changes and character in students of secondary schools. This is evidenced by the goals of teaching the religious values and doctrines of religious studies. Onoka (1997) and Mwaura noted that religious studies are effective regulators of the student's behavior and act as a channel through which the moral demands of the society are conveyed to the child. Divine guidance through religion and the taught religious studies, is therefore a strong instrument in improving on the student's discipline among learners (Zulaikah & Rebecca, 2023). However, after the independence of 1962, the religious education curriculum was revised to move from the theological and confessional nature to have educational purpose. According to the national curriculum development center, the purpose of the religious education in the educational curriculum is to impart students with moral values and spiritual growth (Anthony et al., 2023). However, it is not evident if the teaching of religious education in the secondary schools today has improved on the student's behaviors. Thus, it's on this occasion that the researcher sought to find out the impact of divine guidance on moral development among students in Entebbe secondary school in Entebbe municipality.

Specific objectives

- 1. To investigate the causes of indiscipline cases among students in secondary*

schools

- 2. To determine the impact of divine teachings onto the moral development of learners in secondary schools.*
- 3. To find out other measures to ensure moral development among students in secondary schools*

Research Questions

- 1. What are the sources of indiscipline among students in secondary school?*
- 2. How can divine guidance help improve on the student's moral development in secondary schools.*
- 3. What other measures can be undertaken to solve the problem of indiscipline among students?*

Methodology

Research design

A research design is defined as the act of arranging circumstances for gathering and analysis of data in style which hopes to merge relevance to the research intention. It is used to organize the research and point out that all the key elements of the research have been created to work collectively (universal Teacher. 2017).

Thus, the researcher adapted to a quantitative research design. The study included the impact of divine guidance on moral development of students in secondary schools of Entebbe Secondary School. This type of research is to be used because it's going to be carried out or conducted in a heterogeneous population.

Study population:

The targeted population sample was on 20 administrative staff, students amounting to 100,15 parents and also 5 religious leaders and was drawn from different classes, departments and residents on Entebbe secondary school grounds and neighborhoods

using stratified sampling technique because it is the most effective technique when handling different departments was then selected using simple Random sampling technique to make the results objective and inferences based on them more valid.

Research Instruments

The Researcher in this phase developed both primary and secondary sources of information and data. In collecting primary data, the researcher used questionnaires and interviews as tools for collecting the data and for the case of secondary data.

Questionnaires:

This choice of tool was used because the targeted population is literate and thus capable of filling in the questionnaires. It gave the respondent adequate time to give concrete answers. They are self-administered and provide a quick means of collecting data from a large population's sample.

Interviewing:

This research instrument was designed consisting of well-structured questions that was designed consisting of well-structured questions that was administered to the students, teachers and religious leaders of Entebbe secondary school as well as the neighboring parents. The data or information collected from this tool then enabled the researcher to cross examine some key issues in the research. The choice of this tool is because it is helpful in obtaining data or information on topics that deal with producing data in depth.

Data collection Procedures.

In the process of analyzing the procedures of collecting data, the researcher wrote a letter to the Head Teacher of the school seeking to allow him conduct the research and after being allowed, the researchers then conducted the respondents in a polite way if he or she is willing to answer a few questions and if permission is granted then

the researcher carried out data collection from teachers, students, chaplains and also non-teaching staff. After the permission being granted to him by respondents, then the researcher designed questionnaires which was used in data collection. With this the researcher as well-made appointments with respondents for interview and distribution of questionnaires.

Data analysis:

In this area, it was a process that involved the researcher to edit, code, measure, and tabulate the collected data. A quantitative method was used in computation of percentages and totals. Tables was used to present and summarize data for easy interpretation and display of information. Data from questionnaires had to be coded using tallies and the coded data was analyzed using SPSS statistical methods (Nelson et al., 2022).

RESULTS

Instrument return rate

The researcher administered 85 questionnaires to the respondents during data collection. A response rate of 50% is adequate for analysis and reporting, rate of 60% is good and a response rate of 70% and above is excellent (Mugenda and Mugenda 1999). However, on the 85 administered questionnaires 76 questionnaires were returned from the respondents, representing 89.4% response rate as represented in the table below.

Table1 showing return response rate

<i>Participants</i>	<i>Questionnaires administered</i>		<i>Response rate</i>	
	<i>Frequency</i>	<i>percentage</i>	<i>Frequency</i>	<i>Percentage</i>
<i>School administrators</i>	5	100	5	100
<i>teachers</i>	10	100	10	100
<i>Religious leaders</i>	5	100	5	100

<i>Parents</i>	20	100	18	90
<i>students</i>	45	100	36	72
<i>TOTAL</i>	85	100	74	

Source: primary source

From table 2 the response rate was excellent for the study (Mugenda and Mugenda 1999). The response rate was realized since the researcher personally visited the school and built confidence with the respondents on the purpose of the study

Existence of divine guidance and moral development in Entebbe secondary school

The researcher sought to establish whether divine guidance exists in Entebbe secondary school in Entebbe municipality Wakiso district.

Table 2 shows whether divine guidance and moral development exist in Entebbe secondary school.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Non deciding</i>	<i>Strongly disagree</i>	<i>Disagree</i>
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	F	%	F	%	F	%	F	%	F	%
Independent variable (divine)	61	82.4	6	8.1	3	4.1			4	5.4
Dependent Variable (moral)	74	100								

Source: primary source

From the table above it is established that Entebbe secondary school there is an existence of divine guidance at a frequency of 61 (82.4%) as our independent variable in this study and the existence of moral development in the school at a frequency of 74 (100%) as our dependent variable. From the above table it's therefore the researchers' intension to present the findings of the study related to divine guidance affecting student's moral development in Entebbe secondary school Entebbe municipality in Wakiso district.

Causes or sources of indiscipline cases among students in secondary school

This was the first objective of the study, to investigate the causes of student's indiscipline in Entebbe secondary school Wakiso district. The researcher sought to establish the extent to which these causes of indiscipline bring about students' moral decay that call for divine guidance.

Table 3 showing the result of responses to the causes of indiscipline among students of

secondary school

Causes	Strongly agree		Agree		No response		Strongly disagree		Disagree	
	agree						disagree			
	F	%	F	%	F	%	F	%	F	%
Adolescents' perception of cultural	20	27	12	16	17	23	16	21.6	9	12
Peer influence	65	88	9	12						
permissiveness	65	88	7	9			2	3		
Poor relationship with parents	74	100								
Ignorance, carelessness and	52	70	15	20	7	10				
Poverty	51	69	20	27					3	4
Drug abuse	53	71	19	26	2	3				
Low self esteem	38	51	14	19	2	3	9	12	11	15

Source: primary source

From table 3, above presents respondents' response on causes of indiscipline among students that lead to moral decay in Entebbe secondary school in Entebbe municipality Wakiso district.

It is evidenced that poor relationship with parents scoring 74(100%) is the major cause among other factors. In relation to the above peer influence and permissiveness scoring the second position with 65(88%) each cause followed by drug abuse scoring 53(71%), ignorance, carelessness and imprudence at 52(70%). These causes are

considered to be the major causes for this study after applying Mugenda and Mugenda 1999 analysis. However other causes are considered relevant from this study and the responses of these causes indicate that poverty at 51(69%), low self-esteem scoring 38(51%) and adolescents' perception cultural values and norms scoring 20(27%). At some instances some respondents disagreed and others had no responses. Basing on the findings of the respondents agreed with the causes tabbed before them

Table 4: below shows other measures towards moral development of students in secondary

school.

Measures	Strongly agree		agree		No response		Strongly disagree		disagree	
	F	%	F	%	F	%	F	%	F	%
Guidance and counseling	60	81	1	19						
Teaching religious	58	74	1	22						
Teacher effectiveness	46	62	2	32	4	5.4				
Support of existing programs thought career	48	58	1	24	3	4			1	14

Positive approach of teachers showing	54	73	1	13	8	10			2	2.7
detention	43	58	1	24	3	4			1	14

Source; primary source

From table 7 several possible strategies were put before the respondents to examine other

measures to help in moral development of students I secondary schools. The most highly rated measures include; guidance and counseling 60(81%), teaching religious studies 58(78%), positive approach of teachers showing learners respect 54(73%). This finding represents excellent presentations from respondents and the findings are supported by Mugenda and Mugenda (1999).

Measures with minimal approval according to the frequency and percentage scores include: supporting existing programs through career guidance 48(58%), teacher effectiveness 46(62%), and detention 43(58%). These results show that when Entebbe secondary school considers the above listed measures and parameters can register an increase in moral development in secondary school.

Conclusions

The study concluded that divine guidance played a big role in changing students' behaviors. For instance, it contributed positively to the transformation of society via positively changing the behavior of individual students. It helped learners to gain understanding of the unfolding of God's mysteries in their lives, know more about Jesus and enhance their faith hence their changed behavior. Divine guidance enabled students to relate well with others, be able to make right decisions, be focused and promote international consciousness.

Finally, the study concluded that the teaching of religious doctrines and beliefs impacted on behavior change in such ways; reduction of drugs misuse in school and at home, reduction of early sexual behavior, reporting for classes early, volunteering for charity work, undertaking the assigned duties by their teachers, relating well with other students .and developing a positive passion for the need to live in a harmonious society that's full of moral students.

Recommendations

The ministry of education should work together with teachers and parents to revise the syllabus so as to include more contents of students' specific sub-topics on positive behavior change. Religious leaders like priests and also religious teachers through school management should organize for students' trainings' Christian union officials training and learners' camps where Christianity is taught as well as guidance and counseling.

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