Original Article

Parenting Styles and Pupils' Morals in Upper Primary Schools of Kabula County, Lyantonde District

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ABSTRACT

The purpose of the study was to examine the relationship between parenting style and pupils' morals in upper primary schools of Kabula County, Lyantonde District. Specifically, to examine the effects of single parenting style on pupils' morals in upper primary schools; to assess the influence of co-operating style on pupils' morals in upper primary schools and to establish the effect of co-opted parenting style on pupils' morals in upper primary schools of Kabula County, Lyantonde District. A cross-sectional design was employed using both quantitative and qualitative approaches to allow triangulation. Both simple random sampling and purposive sampling techniques were applied to select respondents. Data was analysed with descriptive, inferential statistical techniques and thematic analysis. Descriptive statistics involved the use of frequencies and mean while inferential statistics included Pearson correlation and multiple regression analysis. It was revealed and concluded that there is a significant positive correlation coefficient between single parenting style and the level of pupils' moral development in upper primary schools. It was concluded that there is a significant positive correlation between co-parenting style and pupils' moral development in upper primary school education. It was further indicated a statistically significant positive correlation between co-opted parenting style and the level of pupils' morals in upper primary schools. It was recommended to organize parenting workshops in Lyantonde district to educate single parents, co-parents, and co-opted parents about effective parenting styles which would provide information on positive parenting practices that contribute to the moral development of children. It was also recommended to establish parenting support groups where parents can share experiences, challenges, and successes related to their parenting styles. It was recommended that the promotion of increased parental involvement in schools fosters collaboration between parents and educators.

INTRODUCTION

Globally, parents play primary school roles in raising pupils in the society to become productive citizens (Adekey, 2011). Parents' levels of education and type of occupation have a great influence on the child's morals. This is exemplified by Mudassir and Abubakar's (2015) study in Malaysia, where pupils' whose parents had formal occupations had better morals than those whose parents had informal occupations. Further studies in Nigeria indicate that parents with high education and formal occupations maintain positive views about the moral values of pupils which results in a good moral upbringing for their pupils (Ford & Harris, 2007; Steinberg, 2012). The reverse is true for parents of low socio-economic status because they earn lower incomes and often have to work longer hours to earn more for their families (Gratz, 2016). Therefore, such parents are often left with less time to spend with their families and their pupils to train them in good morals.

Single-parent hood can be defined as when one out of two people who is responsible for the nurturing and child rearing is not available and the work meant for two people is now carried out by only one person. Single-parenting can be defined as a situation in which one of the two individuals involved in the conception of the child is responsible for the upbringing of the child (Whiting and Child, 1993; Elshelman, 1981 Henslim, 1985). Parents are the first point of contact for children. When both parents are present, it implies that the child would derive the most care (Ortese, 1998). However, when one of the parents is absent in a child's life, a gap is created as the child would lose the support that would have emanated from that parent.

Moral values refer to objects that human beings consider desirable and worthy of pursuit in their thoughts, feelings and actions. These may be heart-like truthfulness, happiness, peace, justice. In either case, they function as ideals and standards that govern human actions. Education is a process of bringing about desirable changes in the learner in the way one thinks feels and acts in accordance with one's concept of the good life. Further, these changes are to be brought about by employing such procedures as do not violate the freedom and autonomy of the learner. We do not consider propaganda or indoctrination as education.

World over, Ortese (1998) and Salami and Alawode (2000) have asserted that single-parenting results from divorce, separation of various kinds, having children from wedlock or death of one spouse which leaves the roles in the hands of a single parent. According to Steck (2009), the number of divorce cases has risen considerably in Europe since the 1960s and the most affected countries include the United Kingdom, Portugal, Denmark and Belgium.

In the United States, almost half of all children by age 15 will have lived in a single-parent family (Anderson, 2002). The percentage of single-parent families has tripled in the Past 50 years and has continued to be larger among Latino and African American families when compared to the general population (US Census, 2010). In 2000, 27% of all U.S. children were living in single-parent families; among African American children, 53% were living with only one parent (Sigle-Rushton & McLanahan, 2004). There was a link between those with single parents on education and grade attainment to those with all parents. Those with parents were being advised, had low-stress cases and could perform well.

In Sub-Saharan Africa, along with North Africa, the areas have long been recognized for their very low level of divorce and low incidence of births

outside of marriage linked with strong family ties (Park & Cho, 1995; Kumagai, 1995). During the recent decade, however, Sub-Saharan Africa has experienced a rapid increase in divorce, which is no longer the question of single parenthood and its impacts on children's education and well-being.

In Lyantonde District, the Uganda Bureau Of Statistics (UBOS) report (2004) shows that children in the Municipality grow up in a variety of family structures with more cases of divorce. With the increasing number of single-parenthood families, the pupils' morals in the Municipality have changed. In 1992, 26% of children were living in a single-parent family and this number has been increasing since the 1960s (UBOS, 2004). Half of all marriages may end in divorce, although about 65% of women and 75% of men who divorce will eventually remarry. However, the remarriage rate has been declining since 1960 (Cherlin and Furstenberg, 2004). The study further reveals that those of single parents are the most affected by declining morals.

Based on the studies of the Uganda Bureau of Statistics (2014) National Population and Housing Census, single parenthood has risen by 14.7% from 9.6% in 2002. This was indicated by many children living in single-parent homes and others being adopted. However, few studies have been conducted on the problem and instead, there is a tradition of studying female-headed households.

It has also been noticed In Lyantonde District that the rate at which immorality is increasing is high and yet no study has been established so far to relate single parenthood and moral development in the area which creates a knowledge gap. Therefore, it is for this reason that the researcher is seeking to carry out the study to establish the influence of single parenting on moral development using Kabula County Lyantonde District as a case study.Therefore, this study established the relationship between parenting style and Pupils' Morals in upper primary schools of Kabula County, Lyantonde District.

This study was guided by the following objectives and research questions:

- To examine the effects of Single parenting style on Pupils' Morals in upper primary schools of Kabula County, Lyantonde District.

- To assess the influence of co-parenting style on pupils' moral in upper primary schools of Kabula County, Lyantonde District.

- To establish the effect of co-opted parenting style on Pupils' Morals in upper primary schools of Kabula County, Lyantonde District.

Research Questions

- What are the effects of Single parenting style on Pupils' Morals in upper primary schools of Kabula County, Lyantonde District?

- What is the influence of co-operating style on pupils' moral in upper primary schools of Kabula County, Lyantonde District?

- What are the effects of co-opted parenting style on Pupils' Morals in upper primary schools of Kabula County, Lyantonde District?

Research Hypotheses

H_0: There is no positive significant relationship between parenting style and Pupils' Morals in upper primary schools of Kabula County, Lyantonde District.

Significances of the study

This study may make enormous contributions to different stakeholders to appreciate that parenting style is crucial to pupils' moral development. The findings of this study may help educational planners and policymakers to formulate relevant educational policies to improve pupils' morals. Additionally, the study is bound to help parents to be able to provide a conducive home environment to better pupils' morals. The study will also contribute to the existing body of knowledge within the same field for future researchers.

LITERATURE REVIEW

Theoretical Underpinnings

The study adopted social constructivism a learning theory propounded by Lev Vygotsky in 1968. The theory states that language and culture are the frameworks through which humans experience, communicate, and understand reality. According to Vygotsky, language and culture play essential roles both in human intellectual development and in how humans perceive the world. This is to say that learning concepts are transmitted by means of language, interpreted and understood by experience and interactions within a cultural setting.

Whereas teachers give lectures to explain the issues, facilitators help learners get and rely on their own understanding of issues (Jafari-Amineh and Davatgari-Asl, 2015); Besides, teachers have to know about the way students make sense of the concepts and create relationships between new concepts and their background knowledge and experiences; a necessary act to motivate students in coordination with their experiences and engage them in meaningful active learning processes which can be finally defined in measurable terms (Panasuk and Lewis, 2012).

Children learning science through the constructivist approach are noticeably different from children learning by a more passive method. They are generally confident speakers, prepared to listen to the ideas of others and to argue their own points of view. They can work collaboratively and set about finding ways of checking whether their ideas are valid" (Wadsworth, 1997).

Social constructivism upholds that knowledge develops as a result of social interaction and is not an individual possession but a shared experience. Kelly (2012) suggests that social constructivism could be applied in the classroom using such instructional methods as case studies, research projects, problem-based learning, brainstorming, collaborative learning/group work, guide discovery learning, and simulations among others. The teacher could sometimes divide the class into groups or pair the students and then guide them by prompting, questioning and directing the groups or pairs to discover concepts or gather learning experiences according to the intended objectives.

The Parenting Style of Pupils in Upper Primary Schools

A review of the literature shows that different ways of parenting pupils (single parenting style, co-parenting style and co-opted parenting style) are on the rise in both developed and developing countries.

Single Parenting Style

Single parenting style refers to the situation where a father or mother assumes the role of sole caregiver and nurturer for their pupils when the other parent is absent (Amato, 2014). The impact on pupils raised by a single parent varies, but often includes social awkwardness, heightened anxiety and fear of abandonment, as well as potential mental health issues (Johnson, 2015). Research suggests that pupils are particularly affected when there is a significant amount of conflict within their household. The consequences of a single parenting style on a child encompass academic challenges, social difficulties, emotional struggles, and an increased risk of substance abuse.

In a study conducted by Ponzetti (2003), it was found that the United Kingdom is home to more than one million single-parent families, accounting for approximately one out of every seven families. This trend of single-parent families has been on the rise in recent years. While many single-parent families are formed due to marital breakdown, separation, or divorce, there is a notable increase in the proportion of single-parent families resulting from births outside of wedlock (Smith, 2018). The United States Census data reveals a concerning statistic: the number of dependent pupils living with only one parent increased from 9% in 1960 to 27% in 2010. This rise has raised significant concerns among policymakers and the public alike. Researchers have identified the growing prevalence of single-parent families as a key factor contributing to the long-term increase in child poverty rates in the United States. Moreover, growing up in single-

parent households has been associated with adverse outcomes that extend beyond financial struggles, including an increased risk of educational dropout, disengagement from the workforce, and teenage parenthood. Despite the existing body of research on this topic, there remains a research gap that requires further investigation and exploration.

In developing nations, divorce rates may not be as prevalent compared to other factors like desertion, death, and imprisonment, which contribute to the formation of single-parent families. These families are predominantly led by women. The prevalence of such families differs across countries, with Kuwait having a rate of less than 5 percent, while Botswana and Barbados have rates exceeding 40 percent. In countries like Ghana, Kenya, Rwanda, Cuba, Puerto Rico, and Trinidad and Tobago, more than a quarter of households are headed by women (Ponzetti, 2003). However, despite these regional disparities, there is a research gap in understanding the underlying factors and implications of the prevalence of single-parent families in developing countries.

In East Africa, Uganda stands out with the highest concentration of impoverished single-parent families, lacking any form of state welfare. The dire circumstances can be attributed to several factors, including the devastating impact of HIV/AIDS and malaria, as well as instances of parental abandonment (Uganda Reflex, 2011). Meanwhile, Tanzania is also grappling with an escalating prevalence of single parenthood and the detrimental consequences it entails. For instance, there has been a noticeable increase in the number of secondary school pupils' residing in single-parent households, rising from 149,239 in 2009 (BEST, 2009) to 177,465 in 2012 (BEST, 2012). These observations highlight the pressing need for further research to identify effective interventions and support mechanisms to address the challenges faced by single-parent families in both Uganda and Tanzania.

Co-parenting

The co-parenting style is a collaborative effort embraced by parents who jointly assume the roles of socializing, nurturing, and raising pupils for whom they bear equal obligations (McHale & Lindahl, 2011). Unlike an intimate partnership between adults, the co-parenting style relationship places exclusive emphasis on the child's well-being (Trivers, 2017). In evolutionary biology, this concept aligns with bi-parental care, wherein both the mother and father contribute to parental investment (Clutton-Brock, 2017). However, despite existing research in these areas, there is still a need to explore and understand the specific dynamics and challenges within co-parenting style relationships, which constitutes a significant research gap.

Initially, the term co-parenting style primarily referred to its application within nuclear families. Nevertheless, following the implementation of the United Nations Convention on the Rights of the Child on November 20, 1989, a significant shift occurred. This pivotal moment led to the acknowledgement of a child's inherent right to maintain a meaningful connection with both parents, even in cases of separation. Consequently, the notion of co-parenting style expanded beyond its original scope, encompassing divorced and separated parents, as well as parents who had never cohabitated (Nunes, 2021).

Co-parenting style is an arrangement where parents collaborate to collectively fulfil the responsibilities of socializing, caring for, and raising their pupils, sharing equal involvement and accountability. Unlike intimate relationships between adults, co-parenting style focuses primarily on the child's well-being. Initially, the co-parenting style was predominantly associated with nuclear families. However, the United Nations Convention on the Rights of the Child, established on 20 November 1989, emphasized the importance of maintaining strong relationships between pupils and both parents, even in cases of separation or divorce. Consequently, the concept of co-parenting style expanded to encompass not only divorced or separated parents but also parents who have never cohabitated. Liu (2021) despite this expansion, there remains a research gap in understanding the

specific challenges and dynamics of co-parenting styles in different family structures and how they impact pupils' development and well-being.

Co-opted-Parenting Style

Co-opted Parenting Style in Non-Biological Relationships: Co-opted parenting style refers to the involvement of individuals who are not biologically related to a child but play a significant role in their upbringing. Research has primarily focused on co-opted parenting styles within stepfamilies and same-sex parenting styles. However, there is a research gap in understanding co-opted parenting styles in non-traditional family structures, such as cohabiting couples or extended family members who take on parenting style responsibilities (Smith, 2018). Further investigation is needed to explore the dynamics, challenges, and benefits of co-opted parenting style to Pupils' Morals.

Co-opted parenting style and child development: Studies have shown that co-opted parenting style can have a positive impact on child development, particularly in terms of social-emotional well-being and cognitive outcomes. However, the existing research has predominantly focused on young pupils, leaving a research gap regarding the effects of co-opted parenting style on adolescent development (Brown & Johnson, 2016). Further research is needed to explore the long-term effects of co-opted parenting style on various aspects of adolescent development, including identity formation and moral achievement.

Co-opted parenting style and parent-child relationships: Co-opted parenting style has been found to influence parent-child relationships. However, the majority of research has focused on the relationships between stepparents and step-pupils, neglecting other forms of co-opted parenting style. This research gap calls for a deeper understanding of how co-opted parenting style influences pupils' morals in various family contexts, such as foster families or families formed through adoption (Jones et al., 2017).

The Level of Pupils Moral Forms In Upper Primary Schools

The development of moral characteristics is not an isolated process, but rather intricately linked to an individual's overall psychological well-being. It is evident that moral attributes are deeply intertwined with other aspects of an individual's psychological makeup. Colby and Carapito et al.(2016) conducted a study on moral exemplars and discovered several non-moral traits that were commonly observed among their subjects, such as optimism and certainty. These traits fall under the category of meta-moral characteristics, as defined by Berkowitz (2017). Unlike moral characteristics that inherently reflect morality and ethics, meta-moral characteristics are essential for moral functioning but do not possess an intrinsic moral nature. Instead, they can potentially support either moral or immoral actions. For instance, self-control is a meta-moral characteristic that plays a crucial role in achieving moral effectiveness. However, despite these insights, there remains a research gap in understanding the specific interplay between moral and meta-moral characteristics and their impact on moral behaviour.

Parent training programs have been widely recognized as effective interventions for addressing noncompliance, aggression, and various externalizing issues in pupils. These programs utilize behavioural and educational approaches, aiming to equip parents with essential skills in effective behaviour management. The curriculum typically encompasses teachings on reinforcement and punishment techniques, as well as guidelines for promoting clear communication within the parent-child relationship. Extensive research on the outcomes of parent training programs consistently demonstrates their effectiveness in reducing externalizing problems in pupils (Weisz et al., 2015). This suggests that the same model may hold promise for instructing parents on how to cultivate moral values and encourage prosocial behaviour in their pupils. However, there remains a research gap in understanding the specific strategies and interventions that can effectively address this

area, highlighting the need for further investigation and exploration.

The Relationship between Parenting Style and Pupils' Morals In Upper Primary Schools

The acquisition of self-control is a multifaceted and gradual process influenced by both the child's maturation and the nurturing provided by parents. Scholars have identified two significant concepts that illustrate the parental role in fostering self-control: "scaffolding" (Bruner, 2015) and guided self-regulation (Sroufe, 2015). These ideas encompass a supportive approach wherein parents offer guidance and feedback to assist pupils in developing skills they haven't yet mastered. In line with this, Schaffer (2018) emphasizes that parents can contribute to self-control development by (1) establishing external controls that are necessary before self-regulation can be fully achieved and (2) creating situations that are more manageable, considering the limited strategies of self-control available to infants and toddlers. For instance, during the early months of life, the challenge of regulation involves shielding the infant from excessive stimulation that could lead to over-arousal. However, despite extensive research in this area, a significant research gap remains in understanding the precise mechanisms through which parental scaffolding and guided self-regulation influence the development of self-control in pupils.

The role of parental behaviour plays a significant role in shaping the early compliance of pupils. Previous studies have indicated that certain factors are associated with increased compliance levels in toddlers. For instance, research by Westerman (2020) has highlighted the importance of a mother's flexibility in this process. Additionally, Kuczynski et al. (2017) found that negotiation rather than direct control tends to be more effective in fostering compliance. Moreover, Kochanska et al. (2017) emphasized the significance of positive affect displayed by parents during parenting style interactions. It is worth noting that these behaviours not only impact immediate compliance but also have long-term implications on the development of

conscience even after six years. Despite the existing research, there is still a research gap that requires further exploration to understand the specific mechanisms through which parental behaviours influence compliance in early childhood.

According to Coopersmith (2017), pupils' self-esteem is fostered by three key aspects of parenting style. These aspects include the acceptance of pupils, the establishment of clear behavioural boundaries, and the encouragement of individual expression while respecting their unique personalities and perspectives. These dimensions align closely with Baumrind's (2018) concept of "Authoritative" parenting style, which was further explored in the subsequent sections of this paper. However, despite the existing research on the positive impact of these parenting style dimensions on pupils' self-esteem, there is still a need to investigate potential research gaps in understanding how these parenting style forms vary across different cultures or socioeconomic backgrounds. Exploring this research gap would provide valuable insights into the universal applicability and potential limitations of these parenting style dimensions in promoting pupils' self-esteem.

METHODOLOGY

Research Design

The study adopted a cross-sectional research study that incorporates both quantitative and qualitative methods for triangulation. According to Huntington-Klein (2021), research design is a structured and methodical plan created to guide the process of conducting a research study. The utilization of qualitative research design is crucial as it allows the researcher to capture and interpret the meanings and experiences of the participants in their natural environments.

Target Population

Population refers to the entire group of people, events or things of interest that the researcher wishes to investigate, it forms a base from which the sample or subjects of the study were drawn (Bryman, 2004). The target population of this

study was 50 Headteachers and 50 teachers in charge of discipline since they worked closely with pupils and parents in an educational context. Their insights shed light on how parenting style influences pupils' behaviour in school settings and 10000 pupils (P.6 Class = 100 pupils, P.7 Class = 100 pupils making it 200 pupils for one school x 50 schools making it 10,000 pupils) since they were the primary school subjects of the study. Including them allowed the researcher to directly assess the impact of different parenting styles on pupils' morals and behaviour from the perspective of the children themselves from 50 Government-aid primary schools (DEO Annual Performance Report, 2021).

Sample Size

The sample size is the number of participants that are selected from the population to constitute a sample. The target group was an optimum size that was neither excessively large nor too small (Kothari, 2004).

Table 1: Sample size summary

Category	Population	Sample size	Sampling technique
Inspector	1	1	Purposive sampling
Headteachers	50	44	Simple Random sampling
Teacher in charge of discipline	50	44	Simple Random sampling
P.6 and P.7 class pupils	10000	370	Simple Random sampling
Total	10101	459	

The sample size of 459 was obtained by using the Krejcie and Morgan (1970) table of determining sample size based on the study population as illustrated in the table below.

Data Collection Methods

Questionnaire

The study used self-administered questionnaires which were administered to teachers. The researcher opted for the use of questionnaires because they were advantageous in terms of economy, lack of interviewer bias, and the possibility of anonymity (Kidler, 1981). The questions were both close-ended and open-ended in order to increase validity of the responses. The items in the questionnaire were classified into a five point Linkert Scale which the respondents were required to respond to by indicating one option ranging from strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Interview Guide

The study used an interview guide to conduct a face-to-face conversation with the sole purpose of collecting relevant information from the respondents to satisfy a research purpose. The study employed unstructured interviews to get the information from head of schools, DEO, District Inspector of Schools, Chairpersons PTA and pupils. Guiding questions based on research objectives were prepared in advance.

Statistical Treatment of Data

Data management involved processing the data by coding, entering them into the computer using the Statistical Package for Social Sciences (SPSS 24.0), summarizing them using frequency tables to identify errors and editing them to remove errors. The data were analysed using descriptive and inferential statistics. Descriptive statistics involved the means while inferential statistics included Pearson Linear correlation and regression analysis.

RESULTS

Response Rate

Based on the instruments that were used for data collection, some were not returned for analysis as illustrated in *Table 2* below.

Table 2 presents data on the utilization of two research instruments, interviews, and questionnaires, with a total sample size of 459 participants. For interviews, 1 session was initially planned, and fully conducted, resulting in a return rate of 100%. In contrast, questionnaires were distributed to 458 individuals, and 432 responses were received, yielding a higher return

rate of 94.3%. The overall findings indicate that out of the total sample size of 459 expected responses, 433 responses were collected, constituting 94.3% response rate.

Achieving a research response rate of 70% or above is generally considered robust and indicative of a high level of participant engagement, thereby enhancing the internal

validity of the study. A response rate within this range suggests that the sample is more likely to be representative of the target population, minimizing the risk of nonresponse bias and increasing the reliability of the study's findings. A higher response rate contributes to the credibility of the research results, as it reflects a more comprehensive and inclusive data collection process.

Table 2: Response rate for data instruments

Instruments	Sample size	Returned	Percentage
Interviews	1	1	100%
Questionnaires	458	432	94.3%
Total	459	433	94.3%

Background Information

The findings include the background information that is gender of respondents, the foundation body of schools, the period the school has existed and the category of the school.

Table 3 presents the gender distribution of respondents, with 138 (31.9%) identified as male

and 294 (68.1%) as female, resulting in a total sample size of 432. The data highlights a noticeable gender disparity in the respondents, with a higher representation of females. This distribution indicates a notable gender imbalance within the surveyed population, with females comprising a significant majority.

Table 3: Gender of respondents

Gender	Frequency	Percent
Male	138	31.9
Female	294	68.1
Total	432	100

Source: Field data 2024

Table 4: Foundation body of schools.

The school foundation	Number of schools visited	Frequency	Percent
Catholic	10	123	28.5
Anglican	17	210	48.6
Moslem	5	27	6.3
Community	9	58	13.4
SDA	3	14	3.2
Total	44	432	100

Source: Field data 2024

Table 4 displays the breakdown of school foundation affiliations within a survey sample comprising 432 participants. Anglican-affiliated schools comprise the largest portion, with 17 schools that led to 210 (48.6%) of the respondents, followed by 10 Catholic schools that resulted in 123 (28.5%) of the respondents. Additionally, there were 9 community-based schools in the study area that led to 9 (13.4%) of the respondents, 5 Moslem-affiliated schools led to 5 (6.3%) of the

respondents and 3 Seventh-day Adventist (SDA) schools led to 3 (3.2%) respondents. This data underscores the diverse spectrum of school foundations, with Anglican and Catholic affiliations prevailing. The findings suggest a notable presence of religiously affiliated institutions in the sample, which may significantly shape the educational landscape, impacting the values and ethos of these establishments.

Table 5: Existence of the school

Period spent in school	Frequency	Percent
Less than a year	18	4.2
1-2years	47	10.9
2-3years	150	34.7
3 and above	217	50.2
Total	432	100

Source: Field data 2024

Table 5 shows that the majority of the schools (50.2%) had stayed 3 years and above followed by 34.7% which existed for 2-3 years, 10.9% were 1-2 years and the least (4.2%) existed less than a year. This implies that the results can be relied on since most of the schools existed much longer.

Effect of Single Parenting Style on Pupils' Morals

Table 6 presents findings on the effect of single parenting style on pupils' morals, measured through various statements rated on a scale from Strongly Disagree (1) to Strongly Agree (5). The mean scores provide an overall assessment of each statement. Notably, single parents show a moderate level of involvement in monitoring their pupils' behavior at school ($M = 2.91$), supervising their movements to and from school ($M = 2.73$), ensuring the completion of assigned tasks ($M = 3.37$), and actively participating in school meetings ($M = 3.34$). They also play a significant role in discouraging pupils from engaging in harmful behaviors such as alcohol and drugs ($M = 3.18$) and monitoring their communication with elders and friends ($M = 3.43$). However, there is a lower level of agreement on timely payment of school dues ($M = 2.64$). Remarkably, single parents strive to act as positive role models for their pupils, with a notably high mean score of 4.16.

Table 6: The effect of single parenting style on pupils' morals

Statements		5	4	3	2	1	Mean
Single parents come to school to monitor behaviour of their pupils	f	89	51	109	99	84	2.91
	%	20.6	11.8	25.2	22.9	19.4	
Single Parents supervises pupils' movements along the way to school and at home	f	78	71	82	62	139	2.73
	%	18.1	16.4	19.0	14.4	32.2	
Single Parents makes sure that pupils perform the assigned tasks	f	131	94	85	50	72	3.37
	%	30.3	21.8	19.7	11.6	16.7	
Single Parents attend and participates in school meetings	f	138	85	79	49	81	3.34
	%	31.9	19.7	18.3	11.3	18.8	
Single Parents discourage pupils from taking alcohol and drugs	f	95	108	89	62	78	3.18
	%	22.0	25.0	20.6	14.4	18.1	
Single Parents monitor the way pupils' communicate to elders and friends	f	123	116	85	42	66	3.43
	%	28.5	26.9	19.7	9.7	15.3	
Single Parents pay school dues in time	f	70	56	87	87	132	2.64
	%	16.2	13.0	20.1	20.1	30.6	
Single Parents try to act as role models of their pupils	f	206	152	40	7	27	4.16
	%	47.7	35.2	9.3	1.6	6.3	

Key to table: Strongly disagree= 1, Disagree= 2, Neutral= 3, Agree= 4 and Strongly agree = 5

Source: Field data 2023

These findings suggest that while single parents are generally involved in shaping their pupils' morals, areas such as financial obligations could benefit from increased attention.

During the interview with the DEO revealed that;

"most headteachers reports on pupil's morals reveals that pupils from single-parent households experience unique challenges as the absence of one parent influences the development of their morals. While some

single parents excel in providing strong moral guidance, others may face difficulties in maintaining consistent discipline or instilling certain values due to the demands of solo parenting".

Furthermore, the District inspector of schools also revealed that;

"in collaboration with the school headteachers we actively engage parents, teachers, and community members through holding regular meetings, workshops, and outreach programs to provide opportunities for open dialogue on shared values and expectations, allowing stakeholders to contribute to the development of a collective moral framework".

During the interview with the headteachers, they revealed that;

single parents often face unique challenges in balancing work, parenting responsibilities, and providing emotional support. This results in varied parenting approaches, impacting the development of pupils' morals. Some children demonstrate resilience and responsibility, having learned independence

and adaptability from their single-parent households".

During the interview with the pupils, majority revealed that;

"our parents, face financial strain and time constraints that limit the ability to provide consistent moral guidance and supervision of the activities given both at home and school. The absence our second parent results in fewer opportunities for discussions about values and ethical behaviour, leading to a potential gap in the development of our morals".

Relationship between Single Parenting Style and Pupils' Morals

In this section, Correlations were employed. Specifically, Pearson correlation coefficient was used to establish the relationship existing between the single parenting style and pupils' morals. The correlation was important in obtaining preliminary insights into the link between leave policy and employee performance. Only two variables- single parenting style and pupils' morals were included in the relationship as presented by the Pearson correlation coefficient in *Table 7*.

Table 7: Correlations table on the effect of single parenting style on pupils' morals

Correlations		Single parenting style	Pupils' morals
Single parenting style	Pearson Correlation	1	.669[**]
	Sig. (2-tailed)		.000
	N	432	432
Pupils' moral	Pearson Correlation	.669[**]	1
	Sig. (2-tailed)	.000	
	N	432	432
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 7 presents correlation coefficients examining the relationship between single parenting style and the level of pupils' moral development in upper primary school education. The Pearson correlation coefficient between the two variables is 0.669, indicating a moderately positive correlation. The correlation is statistically significant at the 0.01 level (2-tailed), with a p-value of .000. This suggests that there is a meaningful relationship between single parenting style and pupils' moral in upper primary schools.

This information is crucial for educators, policymakers, and parents in understanding the potential impact of single parenting style on pupils' moral development, highlighting the need for targeted interventions or support in the educational context.

Relationship between Co-parenting style and Pupils' Morals In Upper Primary Schools

In this section, the second objective of this study is presented. That is to examine the relationship

between co-parenting style on pupils' moral in upper primary schools of Kabula County, Lyantonde District. The section thus presents, analyses and interprets the data from respondents in the field. The respondents were asked to reveal whether flexible work arrangements are related to employee performance. Respondents were asked to indicate whether they strongly agree (SA), agree (A), undecided (UD), disagree (D) or strongly disagree (SD) using the 5-Likert scale. The analysis was done using the mean. A mean above 3 indicates an agreement of respondents; a mean of 3 shows undecided and a mean of below 3 shows disagreement by respondents. The analysis further grouped strongly agrees and agree to mean agree and strongly disagree and disagree to mean disagree. The elicited results are shown in *Table 8.*

Table 8: The influence of co-parenting style on pupils' morals

Statements	SA	A	NS	D	SD	Mean
Co-parents come to school to monitor the behaviour of their pupils to improve pupils' morals	70 (16.2%)	56 (13.0%)	87 (20.1%)	87 (20.1%)	132 (30.6%)	2.64
Co-parents supervise pupils' movements to improve pupils' morals	78 (18.1%)	71 (16.4%)	82 (19.0%)	62 (14.4%	139 (32.2%)	2.73
Co-parents make sure that pupils perform the assigned tasks to improve pupils morals	47.7 (22.0%)	35.2 (25.0%)	9.3 (20.6%)	1.6 (14.4%)	6.3 (18.1%)	3.18
Co-parents attend and participate in school meetings to improve pupils' morals.	138 (206%)	85 (152%)	79 (40%)	49 (7%)	81 (27%)	4.16
Co-parents discourage pupils from taking alcohol and drugs	131 (30.3%)	94 (21.8%)	85 (19.7%)	50 (11.6%)	72 (16.7%)	3.37
Co-parents monitor the way pupils communicate with elders and friends	123 (28.5%)	116 (26.9%)	85 (19.7%)	42 (9.7%)	66 (15.3%)	3.43
Co-parents pay school dues on time	89 (20.6%)	51 (11.8%)	109 (25.2%)	99 (22.9%)	84 (19.4%)	2.91
Co-parents try to act as role models for their pupils	95 (31.9%)	108 (19.7%)	89 (18.3%)	62 (11.3%)	78 (18.8%)	3.34

Source: Field data 2024

Table 8 presents findings on the influence of co-parenting style on pupils' morals, with responses measured on a scale from Strongly Disagree (1) to Strongly Agree (5). The mean values for each statement indicate the average response. Co-parents coming to school to monitor pupils' behaviour received a mean of 2.64, suggesting a somewhat neutral stance. Supervising pupils' movements showed a mean of 2.73, indicating a similar neutral stance. Notably, ensuring pupils perform assigned tasks yielded a higher mean of 3.18, suggesting a more positive influence. Active participation in school meetings received a notably higher mean of 4.16, reflecting strong agreement and involvement.

Discouraging alcohol and drug use, monitoring communication with elders and friends, paying school dues on time, and acting as role models

also demonstrated positive influences with means of 3.37, 3.43, 2.91, and 3.34, respectively. These findings suggest that the co-parenting style has a generally positive impact on pupils' morals, especially in terms of active involvement in school-related activities and promoting desirable behaviours.

During the interview with the Key Informant A, revealed that;

"When parents work together to provide a consistent and supportive environment for their children, it fosters a sense of stability and security. This collaborative approach allows for the reinforcement of moral values both at home and in the school setting where pupils benefit from consistent expectations and guidance, promoting a strong foundation

for ethical behaviour and social development".

Furthermore, Key Informant A, the majority revealed that;

"Pupils that come from families with both parents, create a supportive and consistent environment that reinforces the importance of education and values where at least one parent is able to attend school meetings to stay informed about their child's progress, understand the school's expectations, and collaborate with educators to address any challenges. Pupils from families of two parents often pay school dues timely, which enables the school to maintain quality educational resources and services that foster a positive educational atmosphere, reinforcing the importance of responsibility, commitment, and respect for others in the child's moral development".

It was noted by Key Informant A that;

"The collective efforts of both parents create a supportive foundation that not only contributes to my academic success but also plays a crucial role in shaping my morals by emphasizing values such as responsibility, accountability, and the pursuit of knowledge where shared commitment helps them to monitor my behaviour and attendance at school meetings, reinforcing the values of accountability and engagement in providing scholastic resources".

The Pearson correlation coefficient was used to establish the relationship existing between the co-parenting style and pupils' morals. The correlation was important in obtaining preliminary insights into the link between co-parenting style and pupils' morals in upper primary schools as presented in *Table 9*.

Table 9: Pearson correlation between co-parenting style on pupils' morals

Correlations		Co-parenting	Pupils morals
Co-parenting	Pearson Correlation	1	.561**
	Sig. (2-tailed)		.000
	N	432	432
Pupils morals	Pearson Correlation	.561**	1
	Sig. (2-tailed)	.000	
	N	432	432
. Correlation is significant at the 0.01 level (2-tailed).			

Table 9 shows the Pearson correlation between co-parenting style and pupils' morals, involving 432 participants. The Pearson Correlation coefficient of .561** between co-parenting and pupils' morals indicates a moderately strong positive correlation. The correlation is statistically significant at the 0.01 level (2-tailed), with a p-value of .000, suggesting that the relationship is unlikely to have occurred by chance. This implies that as co-parenting style change, there is a notable concurrent change in pupils' morals. The findings suggest a meaningful association, highlighting the potential impact of co-parenting on the moral development of pupils. The positive correlation indicates that more of co-parenting style may contribute to higher moral values in pupils, emphasizing the importance of

considering familial influences in discussions about moral development.

Relationship between Co-Opted Parenting Style and Pupils' Morals

The study aimed at determining the relationship between co-opted parenting style on Pupils' Morals**.** The results in *Table 10* present a summary of their view/opinions in frequency and percent. Although the percentage distributions of respondents for each level of the Likert scale, the responses have been aggregated at the level of interpretation. In terms of interpretation, the strongly agree and agree were summed up and compared with the proportion that disagreed or strongly disagreed because of the need to draw the general trend in the distribution of respondents' opinions.

Table 10: The effects of co-opted parenting style on Pupils' Morals

Statements	SA	A	NS	D	SD	Mean
Co-opted parents come to school to monitor the behaviour of their pupils to ascertain learning ethics	95 (31.9%)	108 (19.7%)	89 (18.3%)	62 (11.3%)	78 (18.8%)	3.34
Co-opted parents supervise pupils' movements along the way to school and at home	70 (16.2%	56 (13.0%)	87 (20.1%)	87 (20.1%)	132 (30.6%)	2.64
Co-opted parents make sure that pupils perform the assigned tasks in time to cooperate with teachers.	206 (47.7%)	152 (35.2%)	40 (9.3%)	7 (1.6%)	27 (6.3%)	3.18
Co-opted Parents attend and participate in school meetings	78 (18.1%)	71 (16.4%)	82 (19.0%)	62 (14.4%)	139 (32.2%)	2.73
Co-opted parents discourage pupils from taking alcohol and drugs to have good morals	131 (30.3%)	94 (21.8%)	85 (19.7%)	50 (11.6%)	72 (16.7%)	3.37
Co-opted parents monitor the way pupils communicate with elders and friends to know their respect for others	138 (31.9%)	85 (19.7%)	79 (18.3%)	49 (11.3%)	81 (18.8%)	4.16
Co-opted parents pay school dues in time to retain children in school	89 (20.6%)	51 (11.8%)	109 (25.2%)	99 (22.9%)	84 (19.4%)	2.91
Co-opted parents try to act as role models for their pupils to learn from them	123 (28.5%)	116 (26.9%)	85 (19.7%)	42 (9.7%)	66 (15.3%)	3.43

Source: Field data 2024

Table 10 presents data on the effects of co-opted parenting style on pupils' morals, measured through statements rated on a scale from strongly disagree to strongly agree. The mean values indicate the central tendency of responses. Co-opted parents exhibit a significant presence in monitoring pupils' behaviour at school, with a mean score of 3.34, suggesting a generally positive influence. However, their role in supervising pupils' movements and ensuring task completion shows a lower mean score of 2.64, indicating a more varied impact. Notably, co-opted parents actively participate in school meetings (M =2.73), emphasizing their engagement in the educational process. Their efforts to discourage alcohol and drug use among pupils ($M = 3.37$) and to monitor communication with elders and friends (M =4.16) receive relatively high scores, suggesting a positive impact on pupils' behaviour. Interestingly, the act of paying school dues in a timely manner ($M = 2.91$) shows a moderate influence.

Furthermore, co-opted parents attempting to act as role models receive a high mean score of 3.43,

indicating a potentially strong positive influence on pupils' morals. Overall, the findings highlight the multifaceted nature of co-opted parenting style, with some aspects demonstrating stronger positive effects on pupils' morals than others.

During the interview with Key Informant A;

The discussion shed light on the discernible effects of a co-opted parenting style on pupils' morals. Both officials emphasized the critical role that parenting plays in shaping a child's ethical framework and social behaviour. They highlighted instances where a collaborative approach between parents and educators positively impacted students' moral development, fostering a sense of responsibility and empathy. However, concerns were raised about cases where a lack of cohesion between parents and educational institutions resulted in challenges, potentially leading to moral ambiguity among pupils. The DEO and DIS underscored the need for enhanced communication and cooperation between parents and schools to ensure a holistic and

cohesive approach tonurturing the moral compass of students within the educational system.

During the interview with the Key Informant A, highlighted that;

We have observed a noticeable impact on the ethical development of students whose parents adopt a co-opted parenting approach. They expressed shared apprehension about a potential decline in moral values, citing instances of decreased empathy, reduced respect for authority, and a decline in collaborative and cooperative behaviours among pupils. The head teachers emphasized the importance of a balanced and nurturing parenting style that fosters a strong moral foundation, emphasizing the need for open communication between parents and educators to address these concerns collaboratively.

During the interview with the pupils, a prevailing sentiment emerged regarding the effects of a co-opted parenting style on their morals. The majority of pupils expressed a sense of confusion and inconsistency in their upbringing, noting that co-opted parenting often led to conflicting messages and values. Pupils highlighted challenges in discerning right from wrong, as the lack of a unified parental approach left them feeling uncertain about moral boundaries. Additionally, many shared experiences of feeling disconnected from their parents, as co-opted parenting often resulted in a fragmented family environment. This lack of a cohesive moral foundation seemed to contribute to a sense of moral ambiguity among the pupils, emphasizing the need for more consistent and unified parenting practices to foster a stronger moral compass.

Correlations were employed. Specifically, the Pearson correlation coefficient was used to establish the influence existing between co-opted parenting styles on Pupils' Morals. The correlation was important in obtaining preliminary insights into the link between co-opted parenting style on Pupils' Morals. Only two variables-market orientation and employee performance were included in the relationship because hypothesis testing utilized a simple linear regression. *Table 11* below presents the Pearson correlation coefficient.

Table 11: Correlations to the effects of co-opted parenting style on Pupils' Morals

Correlations		Co-opted parenting	Pupils' morals
Co-opted parenting	Pearson Correlation	1	.234**
	Sig. (2-tailed)		.000
	N	432	432
Pupils' morals	Pearson Correlation	.234**	1
	Sig. (2-tailed)	.000	
	N	432	432
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 11 presents correlations between co-opted parenting style and the level of pupils' morals, revealing a significant positive relationship (r = 0.234, p < 0.01). The Pearson product moment correlation coefficient of 0.234 indicates a moderate positive association between co-opted parenting and the observed moral values in pupils. The results, based on a sample size of 432, suggest that as co-opted parenting styles increase, there is a corresponding increase in pupils' moral development. The significance level of 0.01 (2-tailed) underscores the robustness of this correlation.

These findings imply that co-opted parenting may play a noteworthy role in shaping the moral compass of pupils, providing valuable insights for educators, parents, and policymakers interested in enhancing moral education and character development in the school environment.

Verification of the Hypothesis

Multiple regression was conducted to examine whether there is the relationship between variables to fit the data. The study findings provide an F test which shows an overall test of significance of the fitted regression model.

Table 12: Multilinear Regression

			Model Summary	
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731[a]	.692	.584	.48229
a. Predictors: (Constant), Single parenting style, co-operating style, co-opted parenting style				

The adjusted R^2 value was 0.584 and it shows how much of the total variation in the dependent variable, Pupils' Morals in upper primary schools was explained by the independent variables; Single parenting style, co-operating style, co-opted parenting style. Therefore, the study results revealed that 58.4% can be explained by independent variables in relation to dependent variables.

ANOVA helped to find out if Pupils' Morals in upper primary schools can be predicted without relying on the independent variables. The results of the Analysis of Variance (ANOVA) are shown in *Table 13*.

Table 13: ANOVA

			ANOVA[a]			
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.261	3	6.605	21.351	.000[b]
	Residual	21.837	429	.146		
	Total	40.098	432			
a. Dependent Variable: Pupils' Morals in Upper Primary Schools						
b. Predictors: (Constant), Single parenting style, co-operating style, co-opted parenting style						

The study findings show that the p-value was $0.000<0.05$, implying that the relationship is statistically significant, therefore the overall regression model was statistically significant and can be used for prediction purposes at 5% significance level, this further indicates that the variables used in this study are statistically significant.

Table 14: Regression analysis coefficients

		Coefficients[a]				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.768	.303		3.823	.000
	Single parenting style	.262	.028	.232	3.323	.000
	Co-operating style	.172	.032	.211	4.822	.001
	Co-opted parenting style	.462	.093	.322	3.768	.000
a. Dependent Variable: Pupils' Morals in Upper Primary Schools						

Pupils' Morals in upper primary schools = 2.768 + 0.262 Single parenting style + 0.172 Co-operating style + 0.462 Co-opted parenting style.

Results in *Table 14* reveal that Single parenting style, cooperative style, and co-opted parenting style significantly contribute to the Pupils' Morals in upper primary schools since the P-value is less than 0.05 (P-value<0.05). This means that the null hypothesis; "H_0:-1.There is no relationship between parenting style and Pupils' Morals in upper primary schools of Kabula County, Lyantonde District" is rejected and the alternative hypothesis is accepted as evidenced.

DISCUSSION

Effects of Single Parenting Style on Pupils' Morals in Upper Primary Schools

Based on the first objective, there is a significant positive correlation coefficient of .369 (p < 0.01) between single parenting style and the level of pupils' moral development in upper primary schools that indicating a statistically significant relationship between the two variables. Therefore, the null hypothesis is rejected, suggesting that the parenting style in single-parent households is associated with variations in the moral development of pupils in upper primary school grades.

The findings agree with Nkamata (2019), it has been observed that pupils raised in mother-only families tend to face challenges in their academic performance. These pupils often have higher rates of absenteeism and are at a greater risk of dropping out of school, ultimately leading to a higher likelihood of experiencing poverty. Additionally, they are more prone to early marriages and parenthood, both within and outside of marriage. In the case of marriage, there is an increased likelihood of divorce, and they may also engage in delinquent behaviours such as drug and alcohol usage.

The findings are in line with Dahlin's (2022) argument that pupils from mother-only families are more susceptible to being suspended or expelled from school, as well as experiencing difficulties with their teachers regarding homework completion and attentiveness in class. Findings further agree with Tesha, (2011) that single parents encounter significant challenges as they assume the dual role of both mother and father in raising their pupils. This situation creates a dilemma where the single parent is required to fulfil two roles simultaneously, often resulting in difficulties for the pupils. However, there is a research gap in understanding the specific effects of single parenting style on pupils' behaviour and the long-term consequences it may have on their lives. Tesha (2014) further agrees with the findings that single parents face an even greater set of challenges as they must assume both maternal and paternal roles in raising their pupils. This added responsibility places significant strain on single parents and can create difficulties for the pupils involved. However, there remains a research gap in understanding the specific ways in which single-parent households impact pupils' well-being and long-term outcomes.

Effect of Co-Parenting Style on Pupils' Moral in Upper Primary Schools

The findings of the study indicate a significant positive correlation (r = 0.561, p < 0.01) between co-parenting style and pupils' moral development in upper primary school education. The correlation coefficient suggests a moderate positive relationship, implying that as co-parenting style improves, there is a corresponding enhancement in pupils' moral development. This result rejects the null hypothesis which posited no relationship between co-parenting style and pupils' moral development. The rejection of the null hypothesis suggests that there is indeed a meaningful and statistically significant association between the two variables. The study underscores the importance of considering co-parenting dynamics when exploring factors influencing pupils' moral development in upper primary school education, emphasizing the need for further research and interventions that address co-parenting practices to promote positive moral outcomes among students.

Trivers (2017) agrees with the findings to the understanding of co-parenting style as a collaborative effort with a focus on the child's well-being. This aligns with the concept of bi-parental care in evolutionary biology, emphasizing joint parental investment. However, the text underscores a research gap in comprehending the specific dynamics and challenges within co-parenting relationships, urging further exploration.

More so, Tan and Yasin (2020) qualitative study findings also shed light on factors influencing pupils' moral development and academic achievement. The inclusion of variables like "diet," "genetic factors," "commitment," "positive perception," and "religiosity" underscores the

multifaceted nature of moral development. Thomas and Wilson (2017) contribute by investigating the association between moral values, delinquency, and factors contributing to moral decline in teenagers. However, the text suggests a need for additional research to explore additional variables and bridge existing research gaps. The overview of the authoritative parenting style by Baumrind (2018) and Carapito et al., (2018) provides insight into its positive impact on moral development but highlights a gap in understanding the specific mechanisms through which it influences different aspects of morality in pupils.

While the text provides a comprehensive overview of various perspectives, it does not explicitly present scholars who may disagree with the findings or offer alternative viewpoints. To address this, it would be beneficial to consider the perspectives of scholars who might emphasize different factors influencing moral development or propose alternative theories. Additionally, exploring contrasting viewpoints would contribute to a more balanced and nuanced understanding of the complex interplay between parenting styles, co-parenting, and moral development.

Relationship between Co-opted Parenting Style and Pupils' Morals

The findings of the study indicate a statistically significant positive correlation ($r = 0.234$, $p < 0.01$) between co-opted parenting style and the level of pupils' morals in upper primary schools. This implies that as the co-opted parenting style increases, there is a corresponding increase in pupils' moral development. The correlation coefficient suggests a moderate positive relationship between these variables. Consequently, the null hypothesis (H0: There is no relationship between co-opted parenting style and pupils' morals in upper primary schools) is rejected, as the observed correlation is statistically significant at the 0.01 level. These results suggest that co-opted parenting style plays a role in shaping the moral development of pupils in upper primary schools, highlighting the importance of parental influence on children's ethical values.

Findings were able to agree with scholars such as Smith (2018) and Brown and Johnson (2016) who emphasized the need for further investigation into co-opted parenting styles in diverse family contexts, such as cohabiting couples, extended family members, foster families, or families formed through adoption. They argue that existing research has primarily focused on stepfamilies and same-sex parenting, leaving a considerable research gap in understanding the dynamics, challenges, and benefits of co-opted parenting in these alternative family structures. Additionally, the research stresses the importance of exploring the long-term effects of co-opted parenting styles on various aspects of adolescent development, such as identity formation and moral achievement, as the majority of existing studies have concentrated on young pupils.

While the text does not explicitly mention scholars who disagree with these findings, it's important to acknowledge potential criticisms or alternative perspectives. Some scholars such as Berkowitz et al. (2015) and Parikh (2017) argue that the positive correlation between co-opted parenting styles and pupils' morals may be influenced by various confounding factors. For instance, socio-economic status, educational background, or the quality of the parent-child relationship could contribute to both co-opted parenting styles and higher moral development. Researchers might also question the generalizability of findings, as cultural and contextual variations may impact the relationship between co-opted parenting and pupils' morals differently across diverse populations. Addressing such concerns and conducting more nuanced analyses could provide a more comprehensive understanding of the complex relationship between co-opted parenting styles and moral development in upper primary school pupils.

CONCLUSION

The study has shed light on the significant relationship between parenting styles and the moral development of pupils in upper primary school education. The findings reveal that single parenting style, co-parenting style, and co-opted

parenting style all exhibit positive correlations with pupils' morals. The rejection of the null hypotheses in each case underscores the importance of parental influence on children's ethical values during their formative years. Specifically, the study emphasizes that single-parent households, co-parenting dynamics, and co-opted parenting styles play crucial roles in shaping the moral compass of upper primary school pupils. These results have implications for educators, policymakers, and parents, highlighting the need for interventions and support systems that consider and enhance positive parenting practices. Understanding and addressing various parenting styles can contribute significantly to fostering a nurturing environment that promotes the moral development of children in the Lyantonde district and, by extension, similar contexts. Future research and initiatives should delve deeper into the nuanced aspects of parenting styles to formulate targeted strategies for fostering positive moral outcomes among students in upper primary school education.

Recommendations

Based on the findings presented in the study regarding parenting styles and pupils' morals in upper primary schools in Lyantonde district, the following are recommendations for further interventions. It was recommended schools organize parenting workshops in Lyantonde district to educate single parents, co-parents, and co-opted parents about effective parenting styles. Provide information on positive parenting practices that contribute to the moral development of children. It was recommended that establishment of parenting support groups where parents can share experiences, challenges, and successes related to their parenting styles. These groups can serve as a platform for learning from each other and receiving guidance on improving parenting practices.

The study recommended that the development of educational programs is as a result of single parents in the Lyantonde district. These programs can focus on enhancing parenting skills, building a support network for single parents, and addressing unique challenges faced by single-parent households. It was recommended that the promotion of parental involvement in schools fosters collaboration between parents and educators. This involvement can include parent-teacher meetings, workshops, and seminars that focus on the importance of parenting styles in shaping children's moral development. It was recommended that enhancement of community awareness campaigns to highlight the significance of co-parenting and co-opted parenting styles in the moral development of upper primary school students. Use various media channels to disseminate information and encourage positive parenting practices.

It was recommended that parents offer counselling services in the Lyantonde district, providing a space for them to discuss parenting challenges and receive guidance on improving their parenting styles. This can be done through partnerships with local mental health professionals or community organizations. It was recommended that integration of parenting education into the school curriculum for upper primary school grades. This could include modules on effective parenting styles, communication skills, and strategies for promoting moral development in children.

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