Social Values and Students Holistic Education among Selected Secondary Schools in Mbale District, Uganda

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Abstract:- In many of the secondary schools today, much attention is put on achieving grades and numbers in the schools. There is little attention put to in the building of value-based learners and the environments that are materialistic and place a high value on the material world has taken precedence over the humanistic world. There is little emphasis on the advancement of children's ethical and spiritual growth, favoring individualism that stresses egoism, worldly success, and the pursuit of pleasure via lifestyle. This has led to the dehumanization process, in which material qualities are exalted while human values—such as moral, ethical, and religious—are diminished and abandoned. Unconsciously, educators give up on moral and spiritual principles since they are seen as antiquated, outmoded, not modern, and unsatisfactory. Instead, they are supplanted by the dominance of materialistic principles, which are ranked higher. Contrary to those views, a good and comprehensive education system creates the necessary human capital and knowledgeable workers to take our societies to greater heights. Holistic education focuses on representing core ideals for a more just world for people and other living things. It offers a means of advancing the discussion of resource distribution beyond the financial to include the philosophical significance of love in creating a more just society. It draws attention to the need for and change toward a more spiritual and holistic strategy for developing empathy and kindness. It offers forums for conversations about eschewing the competitive mindset fostering an inward journey of learning, kindness, compassion, and empathy. These days, the focus of the educational system is mostly on gaining a lot of knowledge, passing tests, and getting credentials for jobs in the future. A comprehensive education program is essential in the educational system to give students the human values and the hard and soft skills they need. This essay examines the types of values that serve as a potent stimulant for excellent teaching practices and, consequently, support learning that is holistic. It examines rationalizations and describes how values can be used to strengthen beneficial student outcomes in all domains of growth on all levels—intellectual, moral, social, emotional, and spiritual. The research design for the study was mixed methods, utilizing combines quantitative and qualitative methods. We as well utilized Questionnaires for collection views plus statistics from head teachers, facilitators (teachers), parents and other school stakeholders. Literature of published and unpublished works on social values and students' holistic learning in Uganda and other countries was reviewed. In data analysis, both both numerical and qualitative data analysis methods were applied. The investigation drew upon collected superior data which focused on individual discourses regarding Students are taught moral and religious principles as part of the process of developing their character in school and how these values influenced them for social transformation into individuals with the ability to face obstacles in life with morality and direction. It was framed in the 4 foundations of learning according towards UNESCO's Knowledge: Jacques Delors in the Delors Commission Report (1966), wherein this report, Education is viewed as one of the main tools available to promote a deeper and more harmonious form of human development and, in turn, to lessen poverty, exclusion, ignorance, oppression, and war, rather than as a miraculous remedy or a magic formula that will open the door to a world in which all ideals will be realized. This lifelong education is built on the following principles: Learning to know, learning to do, learning to live together and learning to be[1] .

I. INTRODUCTION

The study examined the effect of Social Values and Students Holistic Education among Selected Secondary Schools in Mbale District, Uganda. In this chapter the researcher presents the significance of the study, the theoretical framework objectives of the study, scope of the study, the research hypothesis, specific and general

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[1] RODRIGUES, Zuleide Blanco. Education: A study based on the UNESCO report on the four pillars of knowledge

objectives, problem statement, background to study, and the key terms are defined.

➢ *Background of the Study*

Social Values and Students Holistic Education in Secondary Schools is a critical aspect of education and school learning which lays the foundation for the future citizens of many countries. Within the dynamic environment of education, the pursuit of a holistic approach nurtures not only intellect but also character and spiritual well-being. (Aithal & Ramanathan, 2024). Values include opinions about what matters in life, what is correct and incorrect, and what is significant. These are standards of living, underlying beliefs and ideas that serve as a general code of conduct or a point of reference when making decisions.

Values were desired as societies hold them within high respect. These strengthen a person's moral fiber or they occupy a key position in their life, reflect a person's connections, dreams, vision, attitudes, decisions, and judgments. They ultimately shape our world outlook as they give a genuine account of how any society or country is developing. They serve as a gauge of how far a culture or country has advanced.

Across this board, there is a realization that one of the fundamental principles of comprehensive education and accomplishment, which has its foundation in school with significant Trends in demographics influence both in terms of society and the person as analysed through this Second Demographic Transition narrative (SDT). According to the SDT story, a rise in self-expression over traditional values leads to a proliferation of living configurations. Oscar (2021). Maslow, who observed that resource-rich situations drive value changes towards personal-focused growth values, is the source of the SDT's values theory and measurement.

Values education is a crucial component within instructional infrastructures for every school and values-related pedagogy in the school setting ought to be presented to the larger academic communities (Lovat, & Clement, 2008). The benefit of this might be connected to the significance of faith influence towards expanding our understanding and a driver of operational schooling plus ultimately holistic education. The Protagonists of holistic education argue believe learning should encourage a more well rounded growth as well as cultivation of the connection amongst the various facets of the person. These aspects could include the connections amongst a person with additional individuals, a person and the environment, and pupils' inner selves and the outside biosphere around them as well as emotion and reason. Holistic education also referred to as The three main components of character education are doing good, loving good, and knowing good (Suroso & Farida, 2024). Since character education fosters moral learning, feelings, and motivation in pupils, it is equally vital. Compared to ethical instruction, character education is more significant since it encompasses more than just "right and wrong" (Suhirman et al., 2021). Thus this kind of education is about life experience rather than a limited set of "basic skills." A holistic education encompasses all four of the educational pillars of character development: (1) intellectual development, (2) affective development, (3) spiritual and emotional development, and (4) physical and kinaesthetic development. It aims to develop students as whole human beings by balancing their intelligence, emotion, spirituality, kinaesthesia, and creativity to produce an all around person. (Et al., Rianawaty, 2021).

➢ *Statement of the Problem.*

There are two perspectives on education: theory-based education and practice-based education. Being an action, it is a collection of actions that could be seen and carried out with the intention of assisting theories underlying the current education, while a theory is a body of information that has been methodically organized to explain, characterize, forecast, and manage different educational symptoms and occurrences process. Rianawaty, et al, 2021, asserts that A number of critical educational theories, such as multiple intelligences theory, religious humanist education theory, pedagogy theory, and sociocultural theory, can serve as a foundation for analyzing the idea of holistic education. This supports the idea that, in the context of holistic education, it is important to consider the relationships between various roles and learning process components.

Education systems are avenues where we transmit ideals that should help and influence others in their lives, enhancing humankind's destiny and civilization, while fulfilling key life qualities including actuality, idealism, logic, integration, clarity, universality, and ongoing scope. (Hastuti, Aditya, & Perdana, 2023). In this line, Education is focused on helping students reach their full potential in all areas—intellectual, sentimental, physical, social, imaginative, and spiritually. It aims to involve students in the process of learning and instruction and promotes both individual and group accountability with learning orientations and instructional practices, geared towards a whole person, as it attempts to include all significant aspects of the human experience (Asif, Thomas, Awan, & Muhammad, 2021).

Schools are the key institutions where values are passed onto the learners, (Andreas, 2018). The reason they exist is due to the societal significance placed on knowledge and therefore schools should attempt to sway upon learners in a bid to positively tune the behavioral patterns of the students' social characteristics. The way schools are run, the content they teach, the ways they handle punishment, and the interactions they have between their instructors and students all reflect their beliefs. Children pick up values from the things that teachers allow or support in the classroom as well as from the way they react to the contributions that the students make to the learning process. Worth noting is that The way students are seated in a classroom has a big impact on their interaction, engagement, and general educational process as well as convey certain values. (Nasir, et al, 2024). To this, it is not uncommon to find that There is a direct relationship between the role values play in school organization and the role schools play in teaching values and manifested in a student's behavioral patterns given that students' social characteristics are built from the schools they attend.

Therefore, owing to this, schools are expected to represent and embodies societal values. Nonetheless, a lot of values remain in the purview of the hidden curriculum, and frequently, the school's beliefs are not adequately discussed or expressed. This refers to the ideas that are still latent in educational materials and are frequently examined in the context of industrialized and developing nations that have experienced colonialism. These ideologies are justified through interactions between students on a macro, meso, and micro level. (Sibel, et. al 2021). The shortfall in exploration and articulation may be partly because the teachers don't take time to analyze them, or since the beginning of schooling frequently leaves them ill-prepared for value reflection. On the other hand, somehow teachers may find that they have so many daily choices to make in the classroom that they frequently rely on their surroundings they consider moral instincts or more still they are concerned with survival instincts and don't give priority to values.

In the current education system with much concern on survival instincts, there's little methodical examination of morals and related topics in the educational setting, which leaves the kids in the likelihood of developing values irregularly and an The 21st century has seen an increase in ecological issues as well as social and moral disputes, which has put character and value education on the agenda. It is advised that socio-scientific issues (SSI) that deal with moral and ethical dilemmas in society be taught in science classes as acceptable material to help students grow morally and as individuals. (Topçu & Atabey, 2024). In respect to the irregularity, and an a growth in moral and social disputes as well as ecological issues it is common for the values that students acquire in the classroom differ from the ones that schools project on the school mission and vision statements.

Many scholars globally have raised complaints with a restricted emphasis on academic content and practical expertise. Under this line we therefore ought to reconsider both traditional education and values education which make up holistic education as essential in defining our objectives in life and subsequently for personal development. This means methods of instruction that support "well-being," a "whole child," "social and emotional learning," "character," and similar all emphasizing human growth that goes beyond picking up information and abilities (Wortham, et al. 2020)

Improving holistic education creates a more equitable world and is a dream that not many others have. On the other hand, scholars, educators, and legislators are opening up to the discussion on the ideals that could create a fair society. They argue that the fundamental understanding of love as the underlying force influencing the world is the cornerstone of a just and equitable world. (Lin, Joanna, and Gomes, 2024).

Comparatively, this concept is in line with the ethical and philosophical teachings of notable spiritual figures from history and the present, including Dr. Martin Luther King Jr., Mahatma Gandhi, and Confucius who taught that Love is a force that gives the universe life and gives us our true humanity.

On the contrary, many schools do not represent and exemplify societal values, leaving these values inside the purview of the covert curriculum. These learners end up ethically and spiritually prone to sickness, alienation, pathology, and spiritual crises. Since these values have a big influence on children's life, it is crucial that they learn and live by them.

Bearing these problems, we observe inadequacies in the formal secondary education subsequently producing people who are not able to fulfill the challenges for our societies. Regarding this, the study explored effects towards social ideals, on all-encompassing education among secondary students within Bunghokho North county Mbale District, Uganda as to enable the next generation acquire and possess the requisite social values for significant impact on their lives.

➤ *Objectives of the Study*
These included both the general and specific objectives. Generally, this investigation analyzed effects towards Social values upon student's holistic learning within Senior schools under Bunghokho North County, Mbale district. This analysis was based on ethical and spiritual values and how their instillation would shape their character development into responsible persons with integrity and purpose. Specifically, this study: (a) analyzed the effect of ethical values in teaching on the students' holistic learning. (b) analyzed the effect of spiritual values in teaching on students holistic learning.

➤ *Hypotheses*

- **Ho1**: Ethical values have a direct effect on students' holistic learning in Bunghokho North county Mbale District.
- **Ho2**: Spiritual values have a direct effect on students' holistic learning in Bunghokho North county Mbale District. 1.5 Scope of the Study This section covers the geographical, content, and time scope of the study.

Geographically, Mbale district, in Eastern Uganda, is home to numerous Private and government aided secondary schools wherein Bunghokho North County is located. These institutions are attended by students from diverse socio-economic backgrounds, making it an ideal location for this study. On time, the study focused upon effects of Social values on student's holistic learning within Secondary schools under Bunghokho North County, Mbale district between 2019 to 2024.

On scope, the study focused on the effect of Social values upon student's holistic learning within Secondary schools under Bunghokho North County, Mbale district Uganda. It examined the relationship between ethical values and holistic learning, the relationship between Spiritual values and holistic learning in selected secondary schools in Bunghokho north county, Mbale District, Uganda. The independent variable (the Social values) were conceptualized through sub constructs Respect for others, Integrity, Honesty, Agape love, Compassion and Generosity, and the dependent variable (holistic learning) through sub variables as in

Academic excellence, leadership responsibilities and students' self-motivation learning.

> *Significance of the Study*

The investigation was significant for various reasons. Today, the main emphasis in our education system particularly at secondary school levels lies in teachers pumping vast quantities of data to learners for completing tests and obtaining credentials to work in the future. This study provides insights into an approach to Give them the necessary hard and soft skills in addition to human principles. By understanding these values, educators, policymakers, and stakeholders can implement targeted interventions to improve educational outcomes for students fostering critical thinking, problem solving abilities, creativity, emotional intelligence and ethical values which are lacking in the current system.

Values and norms, determine the human attitudes and actions, viewed rather than actors playing certain parts, but as genuine beings with both good and negative sides. These values and norms form the base of holistic education as they later have a direct bearing on human conscience and the complete responsible human being. Through these values and holistic education, individuals are predictable to develop a responsible mindset and disposition. However, a study of the processes in our education system provides a thorough awareness of the difficulties and issues involved in putting holistic schooling. In this vein, this study identified holes that want attention and methodically deal with a few of the current issues.

Examination of the gaps in the education system enables the study unpack many current issues, including a deficiency in the creation of efficient teaching strategies for holistic education, a lack of comprehension of moral principles, and disparities between official curriculum and character development. This lays ground for the engagement of other interested parties in the endeavor to close these gaps, as well as the development of plans and initiatives to raise moral standards and enhance holistic curriculum within Uganda and Bunghokho.

Further, the results of this research could be utilized to direct the creation of targeted support agendas for students, teachers, as well as schools in Bunghokho north Mbale district. By identifying the relationship between social values, school environment, and academic performance, stakeholders can implement evidence-based practices to address these factors and create a more conducive learning environment for students. This can ultimately lead to improved educational outcomes and a greater standard of instruction within secondary institutes in the region and beyond.

> *Theoretical Framework*

The research was directed through Constructivism theory in education advanced by Jean Piaget (1896–1980). According to the hypothesis of cognitive development,

people can't be 'given' knowledge that they can utilize and comprehend right now. This theory was analyzed and further enhanced that humans 'construct' Their unique understanding built from their understanding via experience (Rajesh, & Gupta. 2009). It's these experiences that enable them to create schemes. Using this theory, Educationists have advanced the argument that students actively create knowledge rather than merely absorbing it. This suggests that learners create fresh perspectives and skills through experiences and discourse in society by fusing new information with what they presently know, rather than passively absorbing it via a direct knowledge transfer. The students re-discover knowledge which makes learning experiential where the students bring forth various unique learning experiences to positively impact them, the community, and the world at large. Humans engage in approximately overlapped community of practices (CoPs), where mutual involvement around an overall goal and a shared repertory of thought and action are key indicators of a CoP. Participation is considered to be the essence of learning. Jansson (2021).

Constructivism is a method of teaching that emphasizes activity where the Students apply new concepts, improve their understanding, and add to their prior knowledge. In this approach, the teachers are to ideally guide the students' cognitive processes and create educational activities that support learners construct knowledge and study.

> *The Conceptual Framework*

This study's conceptual framework is predicated upon the Constructivism framework theory which examines arguments that one's experience of reality is actively formed and created through personal perceptions and interactions with the world, rather than reflecting on external properties that may be discovered. Donald E. Carpenter & Keith Brownlee (2017). The implication for social work practice being that behavior and character particularly of the learners can be a product of the social influences of power, class, culture and social interpretation.

The framework posits that holistic learning and the concept of "wholeness" in the students, is built through a school system where the process of learning is fundamentally influenced by the six basic elements:, spiritual, intellectual, artistic, social, emotional, and physical. This is geared towards producing a whole being cognizant of the quality of human relationships, environmental protection, sustainable exploitation, control, success, respect for the environment and a global consciousness. This framework is grounded in the literature that Constructivism is a proactive method of teaching that requires students to apply new ideas and improve their understanding of previously learned material which enable them navigate the future life challenges. Teachers design lessons and activities in the classroom to support students' learning and guide them throughout their mental processing.
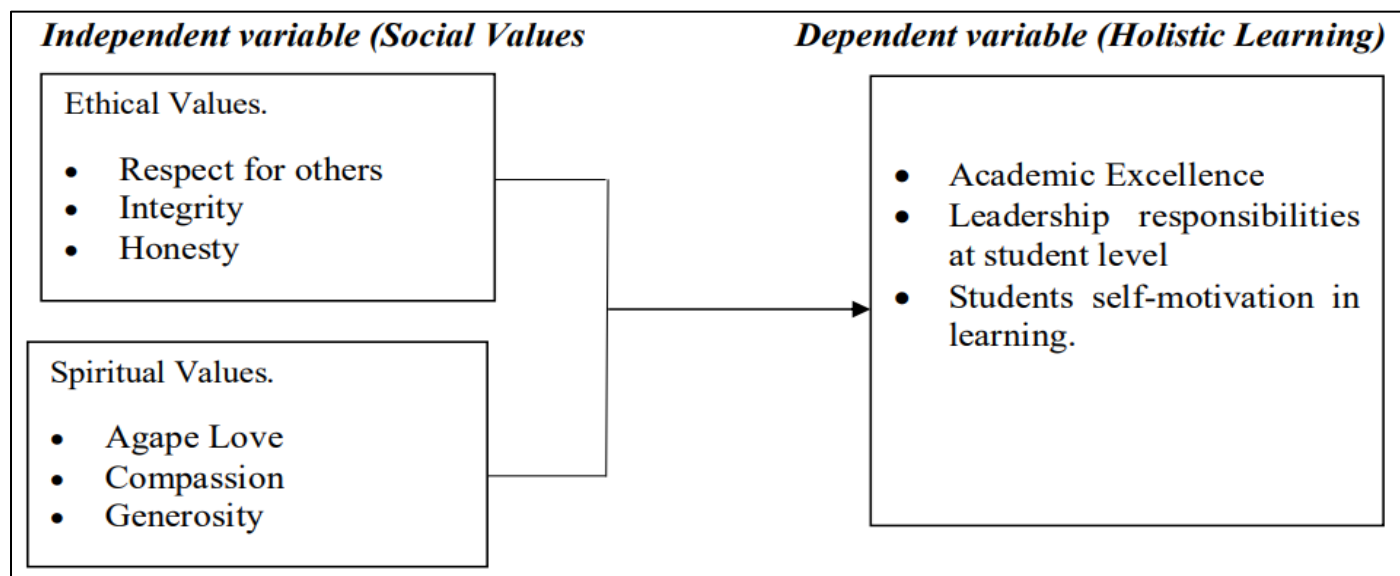
Fig 1 Conceptual Framework

II. LITERATURE REVIEW

> *Introduction*

The literature is presented in the preceding section based on Social values and holistic learning in Secondary schools. From a holistic perspective, effective learning occurs whenever learning events cause a shift in consciousness otherwise referred to as Transformative Experiences (Pugh, Kriescher, Cropp, & Younis 2020). Transformative experiences as a John Dewey's theories of aesthetic perception, cognitive experience, and educational experience gave rise to theory. (Kevin and others, 2023).) Transformative experiences are defined as learnt practices, seen as exceptional and singular, resulting in enduring and/or irreversible effects that help transform people's perceptions of themselves, other people, and the world by fostering the development of new kinds of knowledge about oneself, other people, and the outside world.

These experiences emerge, either in peace meal, on their own initiative or in response to certain enabling circumstances that include trait elements or elicitors, which are typically viewed as unique stimuli and have the power to challenge, modify, and transform a person's behavior as well as mental capacities, leading to either organization or disarray (Chirico A. et, al 2022).

This ultimately results in an increased awareness of and concern for oneself, other others, and one's surroundings. This is a realization of what we are conscious of, both inwardly and outwardly. Thus, learning can be defined in terms of the extension of consciousness as it relates to human transformation. By altering our consciousness, we have the power to change not only the environment around us but also ourselves.

> *Theoretical Review*

Several theories support holistic learning as a major approach to be adopted in schools. This is based on the argument that Holistic education recognizes that students are multifaceted individuals with diverse needs and aspirations who when schools nurture their intellectual, social, emotional, and physical well-being, they get empowered to become well-rounded individuals ready to tackle life's challenges,(Drake & Reid 2018). It aims to avoid leaving out any important facets of the human experience and places a strong emphasis on totality (Mahmoudi et al., 2012). The study will be guided by both Jean Piaget's Constructivism theory in education and Mezirow's Transformative theory of learning.

The According to Mesirow et al. (1990), transformation theory is predicated on the idea that learning is the process of applying previous interpretations as learners build new interpretations of the meanings of learned experiences and using this as a direction for behavior. The theories of Social Constructivism and Transformative Learning have both provided educators with information on effective teaching strategies for in-person learning environments. Both concepts are within consonance that experiences prompt learning, which explains how learners receive, process, and use new information to view the world around them, (Zappala, A. 2007).

In the context of holistic learning, the learners become aware and adjust the internalized habits of thinking, investigation, studying, and development. This ultimately affirms that learning which acknowledges the interdependence of all aspects of the human experience, such as the mental, emotional, physical, social, imaginative, and transpersonal aspects that include one's surroundings, other people, and oneself. Raising strong, visionary, and competent generations who will pass on their cultural and social inheritance to subsequent generations is commonly acknowledged as the primary goal of holistic education (Sahinoglu, 2022). It however begins with the theory that was used to underpin the study.

> *Holistic Learning and Values.*

Values include tenets, core beliefs, and standards of living that serve as a broad framework for conduct or a point of reference while making decisions. These are convictions regarding what is significant in life, what is incorrect and what is acceptable. Education based on values encourages principles for inclusive education that strengthens a sense of national identity and civic duty. These could be added to educational programs in institutions to supplement the learner's appreciation of values at an early stage. Value - Based Education (VBE), in other circles refered to as Ideology, is a foundational element for shaping an equitable development that is grounded on religion, values, culture, and character. According to Fiala (2007), ideologies in education are the views, practices, norms, and values that direct instruction in subjects like politics and morals, knowledge, and truth. Achieving and promoting harmony among communities depends heavily on ideals and attitudes, which are fundamental components of cognitive knowledge. (Areba, 2024). Value education is important because it promotes social justice, sustainable development, human equality, the creation of fundamental values, and objectivity for peaceful cohabitation. It is imperative to allocate citizens who possess the ability to tackle impending issues. It could be started at the school levels.

> *Values as Underlying Drivers of Holistic Development.*

Values constitute the tenets that steer one's life and should support holistic growth. They provide meaning to life and infuse it with happiness, contentment, and tranquility. Values are similar to the rails that let a train travel smoothly, swiftly, and in a straight line by keeping it on its path. They improve the quality of life (Bhautik, et al, 2017). It can therefore be argued that Values are desired and highly valued in society. Because they play a major role in a person's life, they strengthen his character by reflecting his vision, dreams, relationships, judgments, decisions, and attitudes. In the end, they influence our worldview because they give us an accurate picture of how any culture or country develops. They serve as a gauge of how far a culture or country has advanced. The importance of standards towards society have been alluded to by many a renown personalities. "Try not to become a man of success but rather try to become a man of value. He is considered successful in our day, who gets more out of life than he puts in. But a man of value will give more than he receives". Albert Einstein.[2]

Values were important are essential to human flourishing and, thus, to the welfare of kids in an educational setting, whether they attend government or religious schools. Ideology and managerial procedures at personal, group, social, and even global levels are reflected in and form systems of education (Fiala 2007). There is a realization values are fundamental to education in general and to all educational systems since they are amongst the factors that propel students' holistic growth and academic success. Values education is a crucial component within the instructional every school's infrastructure and values-related pedagogy in the school setting ought must be presented to the larger scholarly communities.

> *Ethics and Spirituality.*

There are very many factors which impede the way children acquire faith and morality. Rapid social learning is one of them via influence. According to Hastuti & Aditya, 2023, social influence which contextualizes material prosperity, places a high value on egoism, and highlights the pursuit of pleasure through sexuality as well as life alone, stifles a proper development of ethics and spirituality and studies point that it material prosperity, places a high value on egoism, and highlights the pursuit of pleasure through sexuality as well as life alone, Consciously or Without realizing it, instructors are drawn into abandoning morality and religious principles are being supplanted by materialistic values, which are thought to be more effective in gratifying worldly cravings, because they are seen as outmoded, antiquated, not current, and unable of bringing satisfaction. Because of this, teachers neglect to mentor and instruct students' souls' ethical and spiritual aspects. This implies that The student's understanding of morality and religion develops slowly and not to its full potential. This has been seen to cause students to encounter spiritual emptiness, which gives rise to spiritual meaningless things. Students are easily influenced by their surroundings because of this spiritual meaningless things. In her book Loneliness as perceived by adolescents and young adults: An exploratory qualitative research, (Hemberg et al., 2021) she observes that students lose faith and become hopeless and prone to acting in ways that go against moral and human principles, and readily carry out horrible deeds in order to satiate their immediate needs. Therefore, it is imperative that the problem of high school students who lack a complete understanding and realization of moral and religious principles be addressed.

> *Education for Future-Oriented Citizenship.*

Wing, (2012) argues that; global development objectives have been made possible by the knowledge economy and globalization in social dimensions. A significant amount of socializing dimensions comprises of "soft skills" plus "twenty-first century skills", that across the board discuss civic literacy, global awareness, and cross-cultural abilities; information, , communication skills and interactive; and critical, inventive, and creative thinking. In this regard countries are proactively preparing for Curricular that will enhance the qualities of students, ingrained within the "confident person", "self-directed learner", "active contributor", plus "concerned citizen".

The fresh approach to curriculum, ideally ought to focus on the way citizenship is integrative, the 21st-century skills along with values as to youth to be ready for the difficulties of the world. This forward-thinking method of teaching citizenship highlights the value of individual initiative and individuals' intellectual capacity and values.

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[2] A German-born theoretical physicist who is widely held as one of the most influential scientists. Best known for developing the theory of relativity.

➢ *The Role of the Family and Community.*

Murray, (2022) asserts that strong family bonds contribute to a sense of security and belonging, essential for a child's holistic development. A strong education from the family will support the school system tremendously and make it easier for kids to incorporate beneficial lessons into their everyday lives at home, at school, and in the community. A child's spiritual intelligence is also significantly influenced by their community. Children can acquire strong social skills in an atmosphere that is encouraging and supportive of community participation.

Many researchers recognize the critical role that a solid, supportive relationship between families and schools plays in children's growth and education (Edwards & Alldred, 2000). Numerous studies that demonstrate how effective collaboration between schools, homes, and communities may result in both academic accomplishment for students and educational changes have validated and supported the theories put forth. Since children spend the majority of their waking hours with their families, the family unit plays a critical role in the child's development. Families involvement fosters positive attitudes towards education, reinforces academic skills, and promotes social and emotional well-being. Through activities like reading together, engaging in conversations, and participating in educational outings, parents and caregivers significantly influence children's academic success and overall growth.

➢ *The Role of the Teacher*

This ever growing using technological advancements in schools, has enabled Students can obtain knowledge from a variety of sources, which leads to a diminishing the part of educators. Notwithstanding, the role of the teacher is high to guarantee that a school generates capable as well as exceptional persons on top of the academics, the moral characters. The development of good moral character provides as a strong foundation to ward off any outside disturbances that might provoke bad behavior. According to Lovat (2020), the goal of education is to introduce students to the civilized legacy of humanity rather than to instill in them the prevailing norms and convictions.

We note that, schools are the key institutions where values are passed onto the learners. Schools owe their existence to the society's appreciation of education and desire to use it to shape the course of the nation's future growth and particularly these schools. The instructor then plays a crucial role in the partnership between the school and the community. Teachers should work closely with the existing institutions to ensure that values reflective of the bigger family are inculcated in the young generation to give direction of where we are and where we are going, demonstrate resilience and take action to fix and understand how the world is constructed. In his book, Values And the Evolution of Consciousness Paperback, Adriana James (2016), contends it is our destiny to grow beyond the boundaries of our current situation for the betterment of our destinies and evolve our mind, thinking and thus our consciousness for social harmony, a central role played by teachers.

➢ *Support to Student's Progress.*

Instructors ought to make an effort to assist parents in comprehending the experiences their child has while going through the different phases of learning. It enables everyone to stakeholders in the process especially students to collaborate to build the best possible learning environment by better understanding one another's viewpoints and subsequently build on values which shape and cultivate an attitude of accountability in a student. This therefore calls for the teachers' dynamism while dealing with each student, considering the learners' working exactly together to prepare lessons or interact with parents in the home enables all parties involved in a child's education to maximize their relationship with one another. And this gives young people a priceless chance to blossom, grow, and develop both personally and academically throughout their educational path. Everyone wins when families and schools work together.

➢ *Skills and a Value based Foundation.*

Alejandro, (2016) in his journal publication: According to Positive Education: Educating for Successful Academics and for an achieving Life, students' progress has been gauged by how well they perform within this constrained paradigm of success. Traditional education has concentrated on giving people the skills they need to succeed in the classroom and in the workplace. However, decades of research have demonstrated that there are skills that can be learnt and taught for constructing the components of well-being, but these skills become more meaningful with a value based foundation. These skills may be to be taught in schools, since well-being has both intrinsic value in addition to instrumental value that produces favorable life outcomes, such as improved relationships with others, fewer violence and drug use, professional and academic achievement, and physical health, among several. Accordingly, positive education requires value based knowledge to enable individuals have prosperous careers and scholastic careers, as well as to grow as people and lead happy lives.

Howell, Kern & Lyubomirsky,(2007) explain that a substantial percentage of people who are more content with their lives, have better physical health, have achieved more in their careers, have stronger social networks, and make larger monetary donations towards community in their old age have been found to have had positive affect values e.g., joy, confidence, calmness, in their youthful years. They were introduced to and embraced social values early in their lives in schools (most of them with a religious inclination) which are believed to have had an important part in creating and preserving social and cultural values.

III. METHODOLOGY

➢ *Research Design*

In the study focusing on Social values and students' holistic education in Secondary schools in Bunghokho North County, Mbale District a cross-sectional research design was employed coupled with both quantitative and qualitative approaches. This design aimed to assess the effect of social values on students' holistic education at a specific point in time.

➢ *Study Population*

In the research that was conducted on Social values on students' holistic education in Secondary schools in Bunghokho North County, Mbale District, a total of 100 participants was included selected from 1 government-aided secondary school and 1 private secondary school. These participants were teachers, student leaders, and school administrators from the two selected secondary schools in Bunghokho North County, Mbale District from which a sample was selected.

➢ *Sample Size*

A sample of 80 respondents was selected to represent the whole population using purposive and simple random sampling method constituting of (10) administrators and (70) teachers. The sample was determine using the Krejcie and Morgan Tables of sample size determination (See Appendix III).

➢ *Sampling Techniques and Procedures*

In the study focusing on Social values on students' holistic education in Secondary schools in Bunghokho North County, Mbale District, Uganda, the sampling techniques employed were purposive sampling and simple random sampling. The researchers used purposive sampling to intentionally choose administrators who have firsthand experience with leadership background within the specified context. Additionally, simple random sampling was used to select teachers who participated in the study.

➢ *Data Collection Methods*

The primary data collection methods employed in this study were questionnaires and interviews. The researcher designed a structured questionnaire and a semi-structured interview guide to provide an opportunity to gather quantitative data and in-depth qualitative data respectively and explore the participants' perspectives, experiences, and opinions regarding the effects of Social values on holistic education in Secondary schools in Bunghokho North County, Mbale District. The interviews were conducted face-to-face with the selected participants while a few were by telephone and mail. Questionnaires were self administered to the respondents.

➢ *Data Collection Instruments*

In this study focusing on Social values on students' holistic learning in Secondary schools, the data collection instrument utilized was an interview guide. This interview guide comprised a series of open-ended questions strategically crafted to steer the interviews with participants. The questions were meticulously designed to extract detailed responses from the participants concerning their experiences and perceptions of support supervision and its impact on learners' academic achievements. The questionnaires comprised of closed-ended questions with pre-coded and pre-determined responses.

➢ *Procedure of Data Collection*

The researchers contacted the selected participants and schedule face-to-face interviews at mutually convenient times as well as distribute questionnaires to them. The interviews conducted in a quiet and comfortable environment to facilitate open and honest responses. The questionnaires were self-administered for respondents to fill in their convenient time and then after were collected by the researcher.

➢ *Data Analysis*

After collecting data, it was sorted, edited and coded before entry in the statistical package for the social sciences package. Descriptive statistical analysis was in form of frequencies and percentages and thereafter presented in tables. Inferential data analysis was subjected to linear regression analysis. Additionally, thematic analysis was utilized to analyze qualitative data which was presented in form of verbatim quotations. It is known that data analysis helps in summarizing and yielding answers to the study objectives using different approaches (Creswell, 2018).

➢ *Ethical Considerations*

Informed consent was obtained from all participants, ensuring their voluntary participation and confidentiality. Any personal identifiers were removed from the data during transcription and reporting to maintain anonymity. The researcher also avoided fabricating, falsifying, or misrepresenting research data. In avoidance of plagiarism, works of different authors were acknowledged whenever it has been cited and the work was tested for plagiarism. Additionally, all the information given by the respondents was used for the particular purpose for which it was given without revealing the details unnecessarily. The researcher kept the information in places that are not accessed to guard it from wrongful exposure. Codes have been used to make sure that information is not traced back to individuals or institutions while respondent's names don't feature anywhere to ensure confidentiality.

➢ *Study Findings*

The findings presented in this chapter include; descriptive statistics on the respondents' bio data and regression analysis results.

➢ *Findings on the Demographic Characteristics of Respondents*

The study assessed the demographic characteristics of respondents that participated in the study from the selected secondary schools in Bunghokho North County, Mbale District and the results are presented in Table 1;

Table 1 Demographic Characteristics of Respondents

Demographic Composition			
Category	**Items**	**Frequency**	**Percent**
Gender	Female	33	47.1
	Male	37	52.9
	Total	**70**	**100.0**
Age Groups	25-30 years	8	11.4
	31-35 years	18	25.8
	36-40 years	32	45.7
	Above 40 years	12	17.1
	Total	**70**	**100.0**
Education Level	Certificate	6	8.6
	Diploma	19	27.1
	Degree	43	61.4
	Masters	2	2.9
	Total	**70**	**100.0**
Marital Status	Single	29	41.4
	Married	41	58.6
	Total	**70**	**100.0**
Period of Work	1-2 years	12	17.1
	3-5 years	21	30.0
	Above 5 years	37	52.9
	Total	**70**	**100.0**

Source: Field Data (2024)

In Table 1, the results indicated that majority of the respondents who took part in the study 37 (52.9%) were male and 33 (47.1%) of the respondents were female.

The results also revealed that a bigger proportion of the respondents 32 (45.7%) were aged 36-40 years, followed by 18 (25.8%) of the respondents who were aged 31-35 years, then 12 (17.1%) of the respondents were aged above 40 years, and the least proportion 8 (11.4%) of the respondents were aged 25-30 years.

In addition, the study results indicate that majority of the respondents 43 (61.4%) had attained a degree education level, followed by 19 (27.1%) of the respondents who had attained a diploma education level, then 6 (8.6%) of the respondents who had attained a certificate education level, and the least proportion of the respondents 2 (2.9%) had attained a masters' education level.

The study results also indicated that majority of the respondents 41 (58.6%) were married and the least proportion of the respondents 29 (41.4%) were single.

The results further revealed that majority of the respondents 37 (52.9%) had a work experience of above 5 years, followed by 21 (30.0%) of the respondents who had a work experience of 3-5 years, and the least proportion of the respondents 12 (17.1%) had a work experience of 1-2 year.

➤ *Findings on the Study Objectives*
This section presents the findings in relation to the specific objectives of the study.

Effect of Ethical Values in Teaching on Students' Holistic Education among Selected Secondary Schools in Bunghokho North County, Mbale District.

The study sought to analyze the effect of ethical values in teaching on students' holistic education among selected secondary schools in Bunghokho North County, Mbale District. The effect was established using simple linear regression analysis and the results are presented in Table 2.

Table 2 Regression Analysis on the Effect of Ethical Values in Teaching on Students' Holistic Education among Selected Secondary Schools in Bunghokho North County, Mbale District.

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.865[a]	.749	.745	.37486	
a. Predictors: (Constant), Ethical Values in Teaching					
Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.346	.255		1.357	.000
	Ethical Values in Teaching	.912	.064	.865	14.245	.000

a. Dependent Variable: Students' Holistic Education

Source: Field Data (2024)

In Table 2, the results indicate that ethical values in teaching have a very strong positive and statistically significant effect on students' holistic education among selected secondary schools in Bunghokho North County, Mbale District. (β=0.865, P-value=0.000) at a 0.05 level of significance. The regression results specify that a unit increase in ethical values in teaching significantly results into an improvement in students' holistic education among selected secondary schools in Bunghokho North County, Mbale District by 86.5%. The results imply that as ethical values in teaching increase, it resultantly leads to an improvement in students' holistic education among selected secondary schools in Bunghokho North County, Mbale District.

The model summary results indicate that the coefficient of determination (Adjusted R-square) was 0.745, which indicates that ethical values in teaching explain 74.5% of the total variations in students' holistic education among selected secondary schools in Bunghokho North County, Mbale District and the remaining 25.5% of the variations are explained by other factors. This implies that ethical values in teaching strongly and significantly influence students' holistic education among selected secondary schools in Bunghokho North County, Mbale District. Therefore, to improve students' holistic education, there has to be an enhancement in ethical values in teaching among selected secondary schools in Bunghokho North County, Mbale District.

In relation to the influence of ethical values in teaching on students' holistic education among selected secondary schools in Bunghokho North County, Mbale District, some of the key informants argued that;

"...teachers who demonstrate ethical behavior and values such as honesty, integrity, respect, and empathy provide students with role models which helps students develop their own moral compass and ethical reasoning skills." **(Head Teacher 001)**

"Ethical values promote fairness, inclusivity, and respect within the classroom. A positive and supportive atmosphere enhances students' emotional well-being, leading to better academic and social outcomes." **(Director of Studies 002)**

"By integrating ethical discussions into the curriculum, teachers encourage students to think critically about moral dilemmas and real-world issues. This cultivates their ability to analyze situations, consider multiple perspectives, and make informed decisions." **(Head Teacher 002)**

"...teaching ethical values fosters a sense of social responsibility and community awareness. Students learn the importance of contributing positively to society and are more likely to engage in civic activities and community services." **(Deputy Head Teacher 001)**

"Exposure to ethical teaching practices helps students develop emotional intelligence, including skills like empathy, self-awareness, and relationship management which skills are essential for personal and professional success." **(School Director 001)**

"Emphasizing ethical values such as academic honesty and responsibility discourages cheating and copying. This upholds the integrity of the educational process and ensures that students genuinely earn their achievements." **(Director of Studies 001)**

Effect of Spiritual Values in Teaching on Students' Holistic Education among Selected Secondary Schools in Bunghokho North County, Mbale District.

The study also sought to analyze the effect of spiritual values in teaching on students' holistic education among selected secondary schools in Bunghokho North County, Mbale District. The effect was established using simple linear regression analysis and the results are presented in Table 3.

Table 3 Regression Analysis on the Effect of Spiritual Values in Teaching on Students' Holistic Education among Selected Secondary Schools in Bunghokho North County, Mbale District

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700ᵃ	.490	.483	.53407
a. Predictors: (Constant), Spiritual Values in Teaching				
Coefficientsᵃ				
Model	Unstandardized Coefficients		Standardized Coefficients		

Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.271	.456		.595	.000
	Spiritual Values in Teaching	.906	.112	.700	8.091	.000
a. Dependent Variable: Students' Holistic Education						

Source: Field Data (2024)

In Table 3, the results indicate that spiritual values in teaching have a very strong positive and statistically significant effect on students' holistic education among selected secondary schools in Bunghokho North County, Mbale District (β=0.700, P-value=0.000) at a 0.05 level of significance. The regression results stipulate that a unit increase in spiritual values in teaching significantly results into an improvement in students' holistic education among selected secondary schools in Bunghokho North County, Mbale City by 70.0%. The results imply that as spiritual values in teaching increase, it resultantly leads to an improvement in students' holistic education among selected secondary schools in Bunghokho North County, Mbale District.

The model summary results show that the coefficient of determination (Adjusted R-square) was 0.483, which indicates that spiritual values in teaching explain 48.3% of the total variations in students' holistic education among selected secondary schools in Bunghokho North County, Mbale District and the remaining 51.7% of the variations are explained by other factors. This implies that spiritual values in teaching greatly and significantly influences students' holistic education among selected secondary schools in Bunghokho North County, Mbale District. Therefore, to improve students' holistic education, there has to be an enhancement in spiritual values in teaching among selected secondary schools in Bunghokho North County, Mbale District.

In accord to the influence of spiritual values in teaching on students' holistic education among selected secondary schools in Bunghokho North County, some of the key informants asserted that;

"Spiritual values help students find purpose and meaning in their lives. This sense of purpose can motivate them to pursue their goals with passion and perseverance, enhancing their overall educational experience." **(Head Teacher 002)**

"Spirituality often emphasizes practices such as mindfulness, reflection, and gratitude. These practices can reduce stress, increase resilience, and improve emotional health, contributing to a more balanced and fulfilling education." **(School Director 002)**

"...spiritual values often encompass ethical and moral guidelines, promoting values such as compassion, kindness, and integrity. This moral framework supports students in making ethical decisions and behaving responsibly." **(Deputy Head Teacher 001)**

"Spiritual values stress the importance of interconnectedness and community. Students learn to appreciate the value of relationships and the impact of their actions on others, fostering a sense of belonging and social responsibility." **(Head Teacher 001)**

IV. CONCLUSIONS

The study concludes that social values in terms of ethical values in teaching and spiritual values in teaching have a significant influence on students' holistic education among selected secondary schools in Bunghokho North County, Mbale District in that an improvement in ethical values in teaching and spiritual values in teaching would resultantly lead to an improvement in students' holistic education among selected secondary schools in Bunghokho North County, Mbale District.

RECOMMENDATIONS

The study recommends that school administrators and teachers should consistently demonstrate ethical behaviors in their interactions with students and colleagues, as well as treat all students with respect and fairness ensuring that each student feels valued and included which might influence an improvement in the students' holistic education at the school.

The study also recommends that the teachers should demonstrate empathy, kindness, and compassion in their interactions with students as well as integrate mindfulness exercises such as meditation, deep breathing, or silent reflection into the classroom routine as this would significantly enhance students' holistic education by fostering a deeper sense of meaning, connection, and purpose at the school.

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