

Teachers' Perception of the Influence of Moral Education on Pupils' Discipline in Kericho Municipality in Kericho County; Kenya

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Abstract- Education in Kenya aims at developing a whole round person in terms of cognitive, normative, creative and dialogical dimensions. It is believed that education can be used to change the behaviour of the learners positively. At the core of education is the triangle of discipline from without, self discipline and the sustaining force of courage from without. Teachers have served as a key element in the teaching of moral education in schools, yet research concerning teachers' perception of the influence of moral education on pupil's discipline is limited. As a result of this scenario, the present study investigated the perception of teachers on the influence of moral education on pupils' discipline. Reported cases of strikes, protest teenage pregnancy, burning of schools, truancy, corruption and misuse of sex are clear indicators of moral crisis in Kenya. Combinations of stratified and purposive sampling techniques were used to select the participants for the study. The target population consisted of 101 deputy head teachers and 500 teachers. The deputy head teachers were purposively sampled while the rest of the participants were randomly sampled from the various strata. The proposed study adopted *Ex post facto* research design. The study was based on the theory of moral development advanced by Lawrence Kohlberg. Questionnaires and interview schedule were used to collect data. From the analysis and interpretation, it was deduced that education system has failed to inculcate desired moral values to primary school pupils due to the ignorance of the role moral education play in curbing indiscipline related problems. On the basis of findings, recommendations and suggestions were found useful to curriculum developers, teacher training institutions, teachers and primary school managers in strategizing ways of improving perception of teachers towards moral education.

Index Term- Moral Education, Pupils' Discipline, Teachers' Perception

I. INTRODUCTION

Moral education is a very important aspect in every institution yet next to no of good training that unavoidably happens in the schools is officially recorded in exercise plans, educational program guides, or conduct destinations. Numerous parts of good training are a piece of the concealed educational plan, rather and, however there are no "Ethical Aptitude Test" scores to confirm this reality, understudies do learn. Moral Development theories such as those of Kohlberg, Piaget and Erick Erickson, (Rothstein, 1990) indicate that the learning experiences which a child is exposed to especially during the early years of life are of importance because they shape character permanently. The three argue that basic behaviour patterns are formed between birth and five years. It is during this stage when concepts about right and wrong and ethical issues of life take root. They create conception of what being a decent individual involves. They realize what their commitments are (assuming any) to the gathering and to the bigger society. They procure a feeling of their privileges as people. As it were, moral education has certain certainty about it.

Keen dialog on moral progression and character advancement loosens up in any occasion as far back as Aristotle's Nichomacean Ethics and Socrates Meno and still continues (Nucci, 1989). Previously, moral education has been seen as in a general sense limit of educational establishments. For example, John Locke, seventeenth century English researcher, upheld education as education for moral improvement. This subject was continued in the nineteenth century by English intellectual John Stuart who avowed that headway of character is a response for social issues and an exemplary educational great (Miller and Kim, 1988) and Herbert Spencer who announced that education has its thing as the course of action of character (Purpel and Ryan, 1976). American education has had an accentuation on character progression from its introduction. The American researcher, John Dewey, an incredible intellectual and teacher of the mid twentieth century, believed moral to be as essential to the school's significant, (1934).

Regardless, since the 1930's education has dynamically gotten some good ways from character education as a basic focus (Power, Higgins and Kohlberg, 1989). This is ignoring the way that the two instructors and general society acknowledge character education to be a huge piece of coaching considering the way that it bolsters discipline. Spears' (1973) investigation of people from Phi Delta Kappa (an education advantaged society) in Indiana on destinations of education showed the going with situating of the targets of government supported schools: make capacities in scrutinizing, forming, talking, and tuning in; make pride in work and estimation of confidence; and develop incredible character, control and poise. Concerning extraordinary character, educators communicated this should consolidate making: moral commitment and sound moral and moral lead; limit as for train; a moral and moral sentiment of the characteristics, destinations, and methodology of a free society; proportions of individual character and considerations.

Gallup (1975, 1980) examinations of open attitudes toward government financed schools in Indiana saw that 79% of respondents demonstrated they support heading in schools that would supervise morals and moral lead. Since the 1960's educator education has constrained the teacher's action as a transmitter of social and individual qualities and emphasized different districts, for example, exhibiting structures, systems, models, and limits (Nucci, 1989). Continuously more the vision of a superior than normal instructor is as the remarkable master, the talented ace, who has obtained those social aptitudes and frameworks that the "historic teacher" get some information about cases are identified with accomplishment. Regardless, how "productive" is depicted as the understudies' scores on state approved fundamental of head aptitudes, yet without reference to more popularity canny strategies or worry over the understudies' morals, is of worry to different guards and instructors. Educational personality ask about, rather than theory and religion, has become the explanation of instructor preparing (Ryan, 1989). The assessment on educational personality science in Valdosta built up that an incredible piece of the time, educational cerebrum ask about bases on the individual, detached from the social setting. Moreover, present day education has been genuinely affected by the social method, which has indicated capable at having instructional frameworks that effect accomplishment as assessed by state approved tests.

In Kenya, moral education has consistently been an issue in schools, in spite of the fact that the philosophy and the substance have changed over the previous years. In the past Kenya has encountered inborn conflicts and moral education has generally been affected on by social and social change, and it likewise impacted the general public.

Moral education has gotten perhaps the greatest worry of people in general since the general public is confronting an expanding measure of adolescent wrongdoing. On the open's mentalities toward the state funded schools, the Kenyan Government has indicated out "absence of control" as what it sees as the most concerning issue for neighborhood government funded schools (Elam and Rose, 1995). Schools in Kenya have encountered turmoil as detailed by the team on understudy order and agitation in schools led by Wangai (2001). The report conceded that there is moral rot in Kenya. This moral rot is confirm by detailed instances of sexual undertakings among understudies and among understudies and educator, assault, medicate misuse, truancy and taking. These practices are sustained in the general public in instances of debasement and the fast spread of HIV/AIDS. The present examination researched the impression of educators because of moral education on students' control. The two educational objectives generally wanted by both people in general and instructors are scholarly capability and character improvement. The two are not fundamentally unrelated, yet correlative (Wynne and Walberg, 1985).

What has been highlighted in the background applies to Kenyan context. Almost all academic institutions have put a lot of stress on the academic performance forgetting that learners may achieve highly when they learn moral values. It was in this light that the study sought to investigate teachers' perception of the influence of moral education on pupils' discipline.

II. LITERATURE REVIEW

Morals and morality infest each part of lives. Bull in His book Moral Education (1969) clarifies along these lines: 'The kid isn't brought into the world with an inherent moral still, small voice. However, he is brought into the world with those common, naturally purposive limits that make him possibly a moral being. As indicated by Wilson, Williams, and Sugarman (1967): 'A youngster needs to acknowledge a specific code of conduct, parental directions, customary standards, all kids have their own elucidations of moral ideas, and complying with these various principles in various circumstances. It turned out to be certain that the minor departure from a subject to pick decided if one is 'adequate' as an individual in every specific circle.

Even with another enemy of power soul, the impact and intensity of educators were debilitated. Educators imparted to the remainder of the American country much moral perplexity over such issues as the points of confinement of dissent, the new socially acceptable sexual behaviors, and the importance of nationalism. Intangibly however obviously, numerous instructors gave up their moral position and withdrew to the job of professional. They confined their endeavors to the passing on of data and abilities, and the idea of educators as uncommon individuals liable for the character and moral improvement of the youthful started to dissolve. Be that as it may, a few instructors attempted to discover better approaches to assume a job in the moral improvement of their students. The scholastic network helped them along by giving three new approaches: values explanation, subjective formative of moral education, and moral thinking for kids (Ralph, 1980).

The second is Lawrence Kohlberg's intellectual formative way to deal with moral education. This accumulated a decent arrangement of room in course books and diaries. Kohlberg contended that the structure of moral idea experiences an anticipated succession of formative stages. Kohlberg accepted that instructors could assist kids with arriving at higher phases of moral speculation, to a great extent through the discourse of moral quandaries. By and by, the educator assumes a generally unbiased job, only exhibiting the issues and helping the understudies to keep their dialogs on course. The instructor isn't worried about the set in stone

of what the understudies state or with the choices they are coming to; all by themselves, the verbal action and the related intellectual movement are required to drive students forward through the formative stages.

The third way to deal with moral education is to show understudies how to reason their way through moral issues. Engineers made an assortment of projects planned to assist youngsters with working through moral issues in a bit by bit, scientific way. Basically, these projects were showing morals - which customarily has been instructed as a component of the school level way of thinking arrangement - to secondary school, middle school, and even rudimentary understudies. This exertion, however intriguing, contacted generally hardly any understudies. Its constrained effect may have been because of the way that not very many educators are set up to instruct morals. Each of the three ways to deal with moral education in the Sixties and Seventies shared certain things for all intents and purpose.

They were cerebral. The moral education of this period was worried about thoughts, with scholarly aptitudes, and with structures of reasoning. There was little consideration regarding doing - to moral activity or to how one should act. Should was out during this period; it spoke to "the virus hand of universality" and a dictator position with which hardly any instructors were agreeable (Lawrence and Elliot, 1971).

The larger frameworks for moral education during this period underscored process. Awkward about overwhelming their own stand-out trademark on others, teachers were cheered to hear at workshops and to investigate in education diaries that they could abstain from doing everything considered and still positively impact the moral existences of youngsters. Research has fell or demonized this case, at any rate it was welcome news at the time. It engaged instructors to recognize that they were performing their responsibility - and exhibiting improvement over they had as of now. Scarcely any instructors made any connection between the better ways to deal with oversee moral education and the substances that ruthlessness and vandalism were reaching out in the schools that understudy accomplishment and open help for the schools were hopping, and that training was losing its associating with quality for potential volunteers. Or on the other hand perhaps, educators considered the to be supplement on process as the essential protected, reasonable, and incredible procedure for managing moral education (Alan, 1978).

The overall disregard of moral character education in the formal pre-administration educator educational plan has in any event two proximal causes. The first is the overwhelming surfeit of preparing targets that as of now swarm the scholastic educational plan of instructing majors. At the point when looked with the truth of limited credit hours accessible for instructor education, alongside the requests of National Council of Accreditation of educator Education (NCATE) accreditation and state permitting necessities, numerous educator teachers expect that the pre-administration educational program practically rules out preparing in moral character education. The subsequent reason is the confusing marvels whereby partners - guardians and educational committees - anticipate that schools should address the character of understudies, however no one needs to be discovered instructing values. The hypersensitive dread of moral education is that one ought to be asked "whose qualities?" are being instructed. However values are implanted inseparably in school and study hall life (Campbell, 2005; Hansen, 1993; Fenstermacher, 1990). Educators verifiably bestow values when they choose and prohibit points; when they demand right answers; when they urge understudies to look for the reality of the situation; when they set up study hall schedules, structure gatherings, authorize discipline, empower greatness. Instructors shape

certain types of public activity inside study halls, and impact understudies' understanding of network and school enrollment.

The guideline system sees character education as normal to best practice heading. This methodology battles that there is minimal essential for unequivocal bearing in morals or in the structure of particularly moral education educational course of action. Successful educating for moral character lines up with best practice heading for adroit accomplishment. The information base that supports best practice bearing is coterminous with what is known to influence the moral headway of understudies. Making unequivocal this linkage should be a reasonable objective for educator education. Pre-association teachers should consider how instructional practice impacts educational adapting similarly as how it shapes understudies' character progress. A Schooling and teacher practice advances accomplishment that spreads with rehearses that help understudies' prosocial improvement (Campbell, 2005). Persuading instructing impels both moral and smart immensity (Solomon, Watson and Battistich, 2002). Here spotlight is on two spaces where best practice course passes on benefits for moral character education: the criticalness of both socio-energetic limit improvement and objecting to homerooms and schools. Character progress is an eventual outcome of stunning preparing. It is an empower of best practice heading. In this way, to be guaranteed that the moral arrangement of understudies will be in amazing hands, the educator need just to guarantee that pre-association teachers are set up to be wonderful instructors.

The resulting view concurs that instructional best practice is basic, yet that it isn't acceptable to furnish understudy with the limits basic to organize the sales of current life. There is no attestation that understudies will encounter positive moral course of action outside school, additionally experience heading wide or unequivocal enough to set them up to be morally arranged grown-ups. For instance, in poor urban neighborhoods, there are a significant part of the time scarcely any supportive veritable models (Jargowsky and Sawhill, 2006) and youths get no groundwork for moral citizenship. The undertaking of getting ready morally apt people requires, as indicated by this view, a verifiably cognizant modified instructional center (Lapsley and Narvaez, 2006).

The system exhibited here addresses explicitly the issue of what and how to instruct for positive character arrangement. Instructors should make an agreeable situation for understudies that enable them to look for and see who are, mostly, in connection with others and inside society (Dana and Robert, 2004). At the point when this happens understudies can turn out to be a piece of a learning network where they can persistently investigate inquiries of significant worth. In doing as such, they discover that their investigations have no closure. Society, explicitly instructors must understand that everybody has the limit with respect to "moral reality. This alludes to the capacity to ponder connections, their future, and about duties and dependability. The educational plan should comprise of inquiries established in customs of thought and experience that have been submitted and investigated by others. Simultaneously, it should regard the considerations and sentiments of understudies as they battle to discover their place in the public arena

Maybe eventually in the halcyon past it was adequate, yet in the present social milieu kids are raised progressively in dangerous conditions that posture uncommon difficulties for their moral and social advancement (Garbarino and Strahilevitz 2004). Accordingly educators are called upon to offer a stabilizer to the malformative components pervading youngsters' lives, a duty that requires an increasingly purposeful and conscious methodology. This purposeful methodology was focused on the view that understudies thrive in homeroom networks, and

that kids are best prepared to assume the difficulties of improvement when they are the ranges of abilities required for dependable participation in popularity based society (Guttman, 1987).

The multiple choices thusly propose given the tight connection between best practice heading for scholarly limit and for moral movement, teachers are by chance occupied with character education when they structure practices and make study passages in propensities that ideally bolster understudy learning. The suggestion for instructor education is clear: handle a best-practice way to deal with oversee bearing for character education. Pre-association savvy practice could address the enlightening frameworks that are associated with understudy clever accomplishment, making evident their proposition for moral character education. Moreover instructor instructors can help pre-association educators perceive how and where moral qualities drench study halls and schools, and help them with seeing that masking attributes under the front of instructional best practice doesn't peaceful them of their moral responsibility as teachers or keep up a key good ways from the in a general sense moral reason behind education.

III. METHODOLOGY

Research Design

The study used the causal comparative design, which is also called *ex post facto*. *Ex post facto* research was used to explore the relationship between variables and the target level of significance (0.05). The main purpose of *ex post facto* research is to determine reasons or causes for the status of the phenomena under research (Mugenda and Mugenda 1999). The study adopted this research design to investigate the perception of teachers on the influence of moral education as the independent variable, pupils discipline as the dependent variables. The design was appropriate for this research since it entails gathering information not available from other sources, there is unbiased representation of population interest and similar information is collected from all respondents. The research design also investigated relationships among variables; examined effect among variables and the hypotheses concerning the relationship between the independent and dependent variable formulated and tested.

Study Area

The study was conducted in Kericho Municipality. Kericho is located south West of the Kenyan Rift Valley province. It lies between 35° - 40° and latitude of 023° South East between the Equator as shown in appendix IV. Kericho County has a population of 758,339 according to 2009 census (Google map, 2009).

Target Population.

The objective populace of the investigation comprised of 500 educators of which 144 are guys and 356 are females constantly 2010 (D.E.O. Office Kericho). The objective populace subsequently comprised of 500 educators and among these instructors are 101 representative head instructors and 101 head instructors. The examination was one-sided in that the analyst focused on study hall educators and representative head instructors/fancy woman.

Sample size and Sampling technique

The sample size for the investigation was landed at in the wake of taking 30 percent of 101 representative headteachers and 500 instructors as proposed by Orodho, (2005). Stratified inspecting method was utilized in choosing schools into private and open, day and boarding, young ladies and, young men and blended schools. Stratified and basic irregular inspecting was utilized. First proportionate stratified inspecting strategy was utilized to decide the educators and appointee headteachers from Municipality zone. At that point basic arbitrary testing was utilized to choose 150 instructors and 30 agent headteachers.

Data Collection Instruments

The investigation utilized surveys and meeting calendar to gather information. The instruments contained things that created data on educators' discernment on moral education and its impact on control of students. Essential information was gathered through the organization of surveys, which were directed to the respondents. Essential information is the information that was gathered straightforwardly by the specialist. This essential information is basic in tending to the antagonistic issues within reach and all the more so giving a broad investigation of the issue as it is today. Auxiliary information was acquired from both distributed and unpublished materials. This was finished by breaking down past investigations and data assembled from other research purposes and was considered pertinent to the current examination. The principle point of the auxiliary information was altogether to have a vibe of what past scientists added to comparable issues previously and by so doing pointing out the examination holes and thus adding new information to what has just been finished. Usually utilized auxiliary information show as reports, physical information, and chronicled explore information. . The survey was utilized to gather information in two territories in particular moral education and order.

Data Analysis

In light of the information assessment instruments, quantitative and subjective information scientific methods were used. Information from surveys was broke down in frequencies, means and rates utilizing Statistical Package for Social Sciences (SPSS).

Subjective information from the surveys was investigated in topics and classes recognizing similitudes and contrasts that rose. Subjective investigation included introduction of statements from various respondents. The subjects rising up out of auxiliary information were recognized to increase the essential information. SPSS was utilized to create recurrence conveyance tables. An illustrative factual strategy was received to figure the rates and means, whereby Pearson connection coefficient and ANOVA (F) proportion was determined to test the speculations.

Ethical Consideration

The respondents' privacy was adhered to by the researcher. The participants did not write their names on the questionnaire. They were assured that the information given was confidential and was only used for purpose intended.

IV. RESULTS

Table 4.1 Demographic description of participants by type of school

Gender	Public		Private		TOTAL	
	F	%	F	%	F	%
Male	24	18.05	26	19.55	50	37.59
Female	60	45.11	23	17.29	83	62.41
Total	84	63.16	49	36.84	133	100.00

From Table 4.1, it was noticed that grade schools in Kericho Municipality have progressively female instructors (62.41%) contrasted with male educators (37.59%). It was likewise uncovered that open grade schools have more educators when contrasted with those in private elementary schools. Experience of the instructors was additionally used to portray the members in connection to sexual orientation.

Table 4.2 distribution of participants according to day/boarding primary schools

Type of school	N	%
Day	79	59.4
Boarding	54	40.6
Total	133	100

From the table 4.2, 59.4 % of the participants were from day school and 40.6 % of the participants were from the boarding primary schools. This implies that there are more day primary schools than boarding primary schools.

Table 4.3 distribution of participants according to single sex school (boys)/mixed primary schools.

Type of school	N	%
Single sex school (Boys)	12	9.0
Mixed school	121	91.0
Total	133	100

The results from table 4.3, revealed that 9% of the participants were from single sex school (boys) schools while 91% of the participants were from mixed schools. This means that a larger percentage of the participants came from the mixed schools. There were no single sex school (girls) in Kericho Municipality, hence absence of data in the table from single sex girls' schools.

Table 4.4: Demographic description of participants by experience.

Experience	Male		Female		Total	
	F	%	F	%	F	%
1-5 years	20	15.0	26	19.5	46	34.6
6-10 years	9	6.8	13	9.8	22	16.5
11-15 years	5	3.8	16	12.0	21	15.8
16 and above	16	12.0	28	21.1	44	33.1
Total	50	37.6	83	62.4	133	100.0

Results in Table 4.4 demonstrated that 34.59% of educators had been in the showing calling for under five years. This was trailed by 33.04% of educators who had been in the calling for over 16 years. This could be clarified by the way that retirement age was expanded from 55 to 60 years while enrollment of instructors has been done every year. This gives a delegate test as moral qualities in schools are concerned. The quantity of years that one has filled in as an instructor is pertinent in to the extent comprehension of students and their reaction to specific guidelines and guidelines is concerned (Banda, 2004).

4.2 Moral education and pupils’ discipline

The first objective stated that, the study was to find out the perception of teachers on the influence of moral education and pupils’ discipline. To achieve this objective the following research question was posed, what is the perception of teachers towards the influence of moral education on pupils’ discipline? To answer this research question, participants were requested to respond to section two and section III of the teachers’ questionnaire (see appendix II). The items were rated on a five point likert scale. The responses of the participants were scored. This generated two sets of scores on an interval scale of measurement. In order to establish the relationship between teachers’ perception on moral education and teachers’ perception of pupils’ discipline, Pearson product moment correlation was conducted to determine the correlation coefficient index. The results of the inferential statistics are presented in table 4.5.

Table 4.5 Correlation coefficient of moral education on pupils’ discipline

	Pearson	Moral	Discipline
Moral	Correlation	1	0.189
	Sign (2 tailed)		0.290
	N	133	133

Correlation significant at the 0.05 level (2 tailed).

The results in Table 4.5 indicated that there is no significant relationship between teachers’ perception of moral education influence of moral education and pupils discipline $r(133) = 0.189, p < 0.05$. From the results the null hypothesis that stated; There is no significant relationship between perception of teachers on the influence of moral education and pupils’ discipline was accepted. Therefore it was concluded that moral education is not a satisfactorily significant predictor of pupils discipline in schools, in Kenya. The co efficiency of determination is 3.572% which means only this % of discipline can be attributed to moral education.

These findings are supported by the results obtained from the deputy headmasters/mistress that were interviewed. Through the interview schedules, it was revealed that 95% of the 133 teachers who participated used guidance and counselling of pupils to maintain moral uprightness of pupils. This was followed by the use of role models (88%) and punishment and rewarding 86%. Table 4.4 shows the descriptive statistics of moral values that are instilled in pupils as obtained from the interview schedules.

Table 4.6 Descriptive statistics on moral values

Moral values	Frequency (N)	Percentage (%)
Honesty	10	66.67%
Obedience	9	60.00
Respect	6	40.00
Assertiveness	3	20.00

Discipline	3	20.00
Religious	3	20.00
Tolerance	2	13.33
Humility	2	13.33
Integrity	1	6.67
Patience	1	6.67
Total	40	100

From the table it was revealed that teachers are keen on instilling moral values in pupils. The most moral value instilled is honesty (66.67%) followed by obedience (60.00%). The least moral value instilled is integrity and patience. The installation of moral values to pupils is not adequately reflected in the relationship between teacher’s perception of moral education and pupils’ discipline. The content of moral education is irrelevant to pupils’ discipline.

V. CONCLUSION AND RECOMMENDATIONS

In light of the discoveries of the examination the accompanying ends are made; Strategies utilized by educators to train moral education contrasted yet dominant part utilized direction and advising to keep up the moral uprightness of the understudies. Other methods embraced by teachers included; role model, punishment and rewarding. The study also concluded that teachers believed that there was gender difference in moral education. It was established that girls tend to be well behaved than boys. It is further concluded that teachers perception differed based on the teaching experience. Teachers with teaching experience of 5 years and below had a lower perception while those with more than 6 years had a higher perception.

Teachers perception also varied based on the type of school. Teachers in private schools, boys’ schools day schools had a higher perception on moral education compared to those in public schools and in boarding schools.

It was recommended that teachers need to have a better understanding of what moral education is and why it should be a priority in school culture. Teachers need to know the varieties of moral education teaching techniques and the results obtained with each technique.

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