VALUES-BASED EDUCATIONAL INCULCATION PRACTICES AND
THEIR INFLUENCE ON STUDENTS’ CHARACTER IN PUBLIC
SECONDARY SCHOOLS, NAIROBI COUNTY, KENYA

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OCTOBER, 2022
DECLARATION

This thesis is my original work and has not been presented in any other university for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this research work to my loving parents, siblings, friends, CCVI Schools and the Sisters of Charity of the Incarnate Word, Houston – Texas for their love, moral and financial support towards my needs throughout my studies and in the writing process.
ACKNOWLEDGEMENT

I am very grateful to the Almighty God for the gift of good health, knowledge, and wisdom granted to me throughout my studies and the writing process.

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ABSTRACT

The formation of students' character has been a notable concern in education systems globally. In Kenya, the National Goals of Education, the Constitution of Kenya 2010, and the Basic Education Act 2013 specify values of integrity, honesty, respect, responsibility, dignity, selfless service, discipline, and commitment that are supposed to be upheld by all Kenyan schools in the education of youth to facilitate students' character formation. All educators, parents and other adults have significant roles in ensuring such values are transmitted and reinforced to learners at homes and schools. However, there is a visible gap in the operationalization of these values from theory to practice, mainly in schools, at homes, and in the larger society. This study sought to determine the role of values-based educational inculcation practices and their influence on students' character in public secondary schools in Nairobi County. The study objectives were: To determine the role of school culture and climate on students' character in public secondary schools; To assess the role of teachers in the inculcation of values for students' character development in public secondary schools; To assess the role of guidance and counseling programs in students' character in public secondary schools and to assess the role of parental involvement in students' character in public secondary schools. The study was anchored on Holistic Education and Ecological Systems theories. The study used descriptive survey design. The target population comprised 96 principals, 96 deputy principals, 96 form three-class teachers, 96 Guidance and Counseling (G&C) teachers, form three students, and 96 form three-class parents' representatives. The study used simple random sampling and purposive sampling techniques to get a sample size of 252 respondents. The researcher obtained a research permit from the National Council for Science and Technology (NACOSTI). Data were collected using questionnaires, interview schedules, and Focused Groups Discussion (FGD). Validity was tested through expert review of the instruments, while the reliability of the research instruments was tested using the test-retest method, where a Spearman rank of 0.791 was obtained. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages, and presented using graphs, and tables with the aid of Statistical Package for Social Sciences (SPSS) version 22. Qualitative data were organized and analyzed thematically and presented using narration and verbatim quotations. The study found that school culture and climate did not guarantee students character because students were not sensitive to it and therefore did not embrace it. Secondly, teachers did not have sufficient time to teach values due to increased emphasis on high mean scores and exemplary academic grades. The study also revealed that guidance and counseling programs were not as effective in students' character formation. Further, parents did not support their children and teachers as far as values education and reinforcement of values were concerned hence impeding the formation of students' character. The study concludes that there is a need to strengthen values-education programs and practices in public secondary schools. The study recommends that schools need to improve culture and climate to encourage students' character formation. The study also recommends that parents and teachers should support students' character development in schools through teaching values, role modeling, and reinforcing values with a view to ensuring students’ character formation in schools. Further the study recommends that the principals should ensure proper planning, monitoring, and evaluation of values-education programs and practices to warrant ongoing development of students’ character.
CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter entailed background to the study, statement of the problem, the purpose of the study, the study objectives, research questions, limitations and delimitations of the study, assumptions of the study, significance of the study, theoretical and conceptual frameworks, and operational definition of key terms used in the study.

1.2 Background to the Study

Education has been referred to a systematic process of inculcating knowledge, skills, attitudes and values with the view to developing individuals’ character in a holistic and integrated way (Idris, Hassan, Yaácob, Gill & Awal, 2012). It is the process of building not only knowledge and skills but also the values base which is required to prepare individuals to develop as fully as possible and adopt the best approaches to problems that may arise. A well-rounded education enables individuals to live a life that is substantial to them and in accordance with the approved societal ideals and norms. Martin Luther King Junior as quoted in Education Beyond the Core Subjects (2017), underscored that the deep purpose of a true and complete Education is majorly the formation of learners’ character. However, unruly conduct such as violence, aggression, noncompliance, bullying, cultism, drug and substance abuse, sexual abuse, verbal abuse and sometimes murder among students in public secondary schools across the globe continue to be evident.

Malinda, Mwania & Maithya (2017), saw education as a reminder of a long history whose principal focus was to foster students’ character through teaching of values of
respect, integrity, and hard work. This aimed at preparing students to becoming good and responsible citizens. Zurqoni, Retnawati, Arlinwibowo & Apino (2018) added that every education system should aim at balancing between 'hard skills' and 'soft skills.’ This means that every education system should exhibit a balance between cognitive, affective, and psychomotor domains to produce dependable results in students to enable the learners grow holistically.

Students' character development has continued to be a global concern and a significant focus for many years, especially among psychologists and philosophers. For instance, Greek philosophers and theorists such as Plato, Aristotle, and Socrates saw character formation as key to preparing youth for virtuous living and quality of citizenry (Skinner, 2004). Moreover, Plato's The Republic, as cited by (Wycliffe, 2016) underscored that a state's character was mainly dependent on the quality of its people's character. This assertion was supported by Hossian and Ghani (2018) who stated that any nation’s progress was depended on the progress of youth.

In addition, students’ character development is a Divine concern because it is plainly depicted in the Bible. For instance, the Ten Commandments provide a moral cord for all Christians where after God gave the ten commandments to the Israelites, He instructed them saying, "Teach them to your children, and keep on telling them, when you are sitting at home, when you are out and about… and write them on the doorposts of your houses and your gates so that you and your children may live (The African Bible, 2013, Deuteronomy 11:18-19). Correspondingly, the Bible instructs Christians to train children how they should go so that even when they become old, they will not depart from such ways (African Bible, 2013, Proverbs 22:6).
Further, education for character is regarded as an intentional attempt to developing good deeds in individuals which later on influence the individual’s thinking pattern, attitude pattern and action pattern in the real-life situations (Istiharoh & Indartono, 2019). This enables individual student to understand, expect, and choose to do good for themselves, others, as well as the environment and God. An individual with a good character has the ability to guide self to intentionally make right decisions and carry out actions rightly and in accordance with the societal norms. The former president of India Dr. A.P.J. Abdul Kalam, for instance, resonated with this assertion on students’ character stating that whenever is righteousness in the heart, there is beauty in the character, whenever there is beauty in the character, there is harmony in the hope, whenever there is harmony in the hope there is order in the nation, and whenever there is order in the nation there is peace in the world (Hossian & Ghani, 2018).

Moreover, different educators such as Herbert Spencer, Emile Durkheim, John Locke, John Stuart Mill, and John Dewey viewed character development as one of the most fundamental purposes in youth education (Vessels & Huit, 2005). This view is supported by (Lauder, Brown, Dillabough & Halsey 2006), who describe education system as having a moral goal of producing a human being who is in accord with a country’s fundamental principles. Huitt (2004) posits that the formation and development of the learners’ character enable the learners to define their direction, improve the quality of their lives and that of others for a sustainable, compassionate and peaceful future.
Additionally, (Slate, Edmonson & Tatman, 2017) highlight that character development in students is a means of rediscovering wisdom that is crucial for human survival through values education. This development requires the promotion of values such as respect, trustworthiness, fairness, responsibility, compassion, caring and creation of a safe environment (Slate, Edmonson & Tatman, 2017). Aristotle reflected (Slate, Edmonson & Tatman 2017), add that every adult involved with learners could either promote or impede the growth and development regardless of whether the adult has planned it or not. Whether it is anticipated or not, the school, educators, parents, peers, and other education stakeholders, participate in forming students' character by association and through the exhibition of either positive or negative examples. It is against this idea that positive development of students' character is inevitable and merits priority and focus in public schools.

Berkowitz & Bier (2005) understood character development as having a positive impact on students because it is a prevention against risky behaviour. This development is motivated by teens' anxiety in enhancing socio-moral cognition, pro-social behaviour, and right attitudes towards self and others. In supporting Berkowitz, Akanga (2014) explains that embracing positive character involves the ability to commit to making positive contribution in society and promoting democracy based upon equality, justice, responsibility, integrity, and respect for self and other people.

Different education institutions across the world have established values-based education inculcation programs to ensure character development of learners. For instance, Starr (2009) identified and studied William Donofrio’s ‘Your Environment
Character Development Program’ based in Pennsylvania. The character program was aligned with Positive Behaviour Intervention Systems (PBIS) where specific values were allocated to every month and all stakeholders took part in teaching such values. According to Starr (2009), the program reinforced positive behaviour, contributed to improved academic achievement, encouraged parents' participation, and led to increased staff morale. In addition, there was a remarkable reduction in cost as cases of indiscipline remarkably reduced among the schools that implemented the program (Starr, 2009).

During the program's implementation, values of honesty, respect, responsibility, loyalty, kindness, humility, and obedience were reinforced during curricular activities by administrators, teachers, and non-teaching staff and subsequently supported at home by parents. Remarkable changes were recorded where suspension cases lessened from more than 150 to 8 students (Starr, 2009). At Lindbergh High School in Missouri, the character education programs, 'We are Lindbergh Way' and 'Topic Time Program,' contributed to a radical decline in bullying at school. Values education guided learners in taking responsibility and being mindful of one another (ASCD, 2015).

Further, different bodies have also highlighted the importance of values education as one of the ways of shaping and achieving a sustainable future. UNESCO (2010 as cited by Rieckman, 2017), recognizes values as foundations for the relationships between human and material resources since they act as a guide in decision-making processes. Sterling (2010) sees education as having a holistic responsibility of developing, among others, normative competencies through fostering values in
support of a sustainable future, growth, and peaceful coexistence. By supporting Sterling (2010) Rieckman (2017) adds that education for sustainable development cannot overlook values-education. This is because education supports students towards increased understanding, tolerance, peace, fairness towards one another, and resources to foster self and the nation.

Students’ character development neither happens automatically nor is it attained through a vacuum (Pala, 2011). Instead, character development requires first of all a system of values that have been agreed upon by a society or nation to be embedded in the school curriculum. Secondly, character formation requires agents who would transmit and influence students over time through a continual and intentional process. Pala (2011) identifies these influential agents as educators, parents, families, peers, school communities, who are directly or indirectly responsible, well prepared and committed to the intentional and proactive transmission of values. Other channels through which values are acquired include social media, guidance and counselling, religious institutions, among others.

Nevertheless, schools and families stand better chances for character formation of students because of their immediacy and availability to students. Berkowitz & Bier (2006) concede that character development is a school-based approach. However, while this is true, Berkowitz & Bier (2006) also highlight that the most profound impact on the character development of students emanate from children’s parents. For this reason, an effective students’ character development program should have a full participation school leaders, parents and students. Pala (2011) warns that if schools, teachers, and families do not create a caring, respectful, and conducive
environment where positive character formation and development occurs, learners may be exposed to external sources such as media which bombards them with destructive influences. The Values-based inculcation practices (VBEIP) are therefore, the implied channels through which positive values are transmitted to learners both in and out of school with the aim of forming good character.

There are diverse values-based inculcation practices used by different sectors to transmit values. Of essence and particularly to this study, the values-based educational inculcation practices are those revolving around the schools’ setting. They entailed the school culture and climate, the teachers’ role in transmission of values, the role of guidance and counseling programs and parental involvement practices in development of positive character in learners and children respectively. These practices are generally expected to impart values that affect children’s thoughts, feelings, and actions, whether in or out of school (Ismail, 2016).

Moreover, values-based educational inculcation practices facilitate a movement beyond the mental and intellectual to an affective and normative character where learners pledge to virtuous behaviour by changing what is inappropriate into morally-based actions (Ismail, 2016). Thompson (2002), further underscores that determining how educated a person was, was not just based on how individuals thought but also on how they felt and behaved themselves when faced with predicaments, mix-ups, and other challenges during their developmental years and later in life.
Values-based educational inculcation practices have a significant place in the life of a learner. They define not only the character of a learner or the school but also indicate the character of an entire nation. Since the society today continues to face problems that range from frustrations, social injustices, lack of peace and harmony, environmental degradation to corruption and violence among others, it is paramount that such problems could be overcome by holistic education that prioritizes formation of students’ character. The role of schools, teachers, parents and families is pivotal in the process of inculcating and transmitting values of integrity, peace, cohesion, tolerance, inclusion, fairness, compassion which are pertinent to formation of learners’ character. These values are supposed to be imparted all through a child’s formative stages so that when they grow old, they will not depart from such ways (African Bible, 2013, Proverbs 22:6).

In his evaluative study on the implementation of character education in senior and vocational high schools in Java Island, Indonesia, Zurqoni et al. (2018) mentions various obstacles to character education. Firstly, students had many academic pressures as their schools and teachers focused only on the achievement of cognitive learning. Secondly, few teachers had the professional capacity to ensure effective character education in learners and finally, parents objected to participating in character and values education. As a result, students were not sufficiently equipped with ingredients for reflective, objective and effective thinking especially when faced with challenges.
Davidson, Lickona, and Khmelkov (2006) underscore several values that are universally regarded as key in safeguarding human dignity, promoting growth, development, and welfare of individuals and society (Davidson, Lickona & Khmelkov, 2006). According to them, these values surpass cultural, social, religious, and national differences Davidson, et al, (2006). Moreover, Davidson, et al (2006) further assert that these shared values form part of the foundation of character development. They entail honesty, fairness, responsibility, tolerance, integrity, compassion, and respect for self and others. Arthur, Deakin-Crick, Samuel, Wilson, & McGettrick (2006) also identify these universal values as responsibility, honesty, self-reliance, respect, reliability, selflessness, patience, generosity and peace.

Many unacceptable activities by students in schools and society continue to inform the need for positive behaviour intervention systems in schools. For example, in the United States, Tobias (2017) observed that students’ behaviour had been worsening in Wichita schools where learners became more aggressive, violent, noncompliant, insubordinate and bullies; a situation that prompted some frustrated teachers to abandon the profession. In addition, juveniles engaged in severe offenses such as rape, cults, drugs, gangs, and guns, which changed some of these schools into war zones. As cited by Tobias (2017), statistics by The Eagles confirmed a growing rate of crime in schools with increased cases of indiscipline, rising from 45,286 to 50,642 between 2013 - 2014 and 2016 – 2017 respectively. The United Teachers of Wichita president warned that if the society failed to act on what was happening in public schools reflectively, it would be fooling itself because the same learners
would be placed in different offices of operation after their education (Tobias, 2017).

In Malaysia, Singh (2016) found out that deviant behaviour among most secondary schools' students had become so rampant that teachers feared culprit learners and their parents. Singh (2016) moreover adds that Children Rights had been misconceived by learners and hence allowed learners to control schools by terrorizing their teachers. Ravinder's observation further showed that Malaysia's rise of indiscipline cases among learners resulted from a lack of moral values. Following this concern, the Malaysian Ministry of Education recommended a one-year suspension of students who were unruly in schools. Although the Ministry made efforts to curb students' misconduct through suspension, bullying in Malaysian schools continued to be unruly among students. This called for the need to further seek for better and lasting solutions to the problem. Singh (2016) proposed that a most practical and cost-effective method needed to be adopted and applied daily to mold students beginning from an early age.

In Africa, character education has also been a momentous focus in the education of the youth, especially during the traditional education system. The emphasis on character development was also manifested in post-independence Africa's educational goals. The character-building systems involved transmission of moral knowledge which covered knowledge on moral values, moral reasoning and ability to make morally guided decisions. The success of this education was indicated by formation of good habits and good personality in learners.
On the contrary, the introduction of western education and gradual phasing out of African indigenous education led to a gradual decline of values education as schools became hubs of cognitive development, high mean scores, elitism and good academic certification. Hossian & Ghani (2018) concluded that the focus on academic performance deprived students of basic values which has continued to create a gap throughout students’ entire lives in schools and consequently in the society. As a result, cases of intolerant activities among students in schools and at home continue to be recorded in African schools.

To begin with, South Africa has continued to face violence and murder of both teachers and students in schools. For instance, Gous (2018) reported that a teacher was fatally stabbed by a student. This incident was followed by a serious address by the Basic Education minister, Angie Motshekga who warned that such an atrocity was intolerable and an unacceptable travesty (Gous, 2018). Relatedly, News24 (2018) and (2019) unearthed similar incidences ranging from book, water, and stones throwing on teachers; assault, bullying, gun pointing, gun shooting to stabbing of teachers and students. For instance, at Kimberley Boy’s High school, a learner was seen on a viral video throwing water on a teacher’s face. Relatedly, at Fumana High School in Katlehong, another learner was accused of attempting to stab fellow learners at the school (News24, 2018). In addition, at Kwamasakhane High School in KwaZulu-Natal, two learners were stabbed to death by a fellow learner (News24, 2018). Wolhunter & Van der Walt (2020) associated these atrocities to a gradual bankruptcy of positive values in education and recommended
that parties involved with learners should think of a return of moral values education in schools.

Simuforosa & Rosemary (2014) warned that escalating cases of truancy, disrespect for school authority, cheating in examinations, drug and substance abuse were on the increasing trend among Nigerian Schools. Similarly, at Eveline High School in Harare, students changed their school into an unconstitutional institution with teachers' authority over indiscipline weakened and offenses such as excessive drinking and smoking being openly done by students (Simuforosa & Rosemary, 2014).

Kenya's national goals of education number three and four, as stated by KICD (2017), are critical to this study because they underscore the role of education in imparting values to learners. The objective number three purposes to promote individual development self-fulfillment by ensuring that opportunities are availed to learners to grow to their fullest potentials. Objective number four aims at promoting sound, moral and religious values which include the acquisition of the national values. These objectives are geared towards production of self-disciplined and ethical citizens.

Further, one of Kenya's basic education and training objectives, as stipulated in the Republic of Kenya (2013) article 4 (i) and (j) is the promotion of integrity, peace, cohesion, tolerance and inclusion, relevant knowledge, skills and attitude to learners. Ellenwood, (2007) asserts that inculcating values in youth at schools is an excellent investment as it enhances broader capacities, positive attitudes, skills, and
competencies that are important not only in schools but also in the world beyond. However, Wamahihu (2017) argues that the 7-4-2-3 and 8-4-4 systems of Education in Kenya gave very little attention to values as they were seen as elitist, too academic and theoretical, and opposed to the holistic development of learners. A gradual and intentional diversion from the holistic development of learners led to a gradual neglect of values and ethics in the development of students in schools. This is evident in increased irresponsible and unacceptable conduct by students in schools, at home and across the Kenyan society.

The Kenya’s Constitution (2010) further recognizes that values form part of fundamental beliefs which influence people's choices, actions and behaviour. The Constitution, therefore, identifies core values of responsibility, respect, care and compassion, understanding and tolerance, trustworthiness, honesty and, being ethical as crucial components that should be integrated into the curriculum. In 2015, the President of Kenya gave a direction reinforcing the teaching of values at all levels of education and urged that ethics and integrity be mainstreamed in public and private Education (Republic of Kenya, 2015). The president's direction is echoed by the current curricular reforms in Kenya, which also give directions to align the education system to the values underlying the Kenya’s Constitution (2010), and the Basic Education Act (2013).

Two years after the president’s address, the NCRC (2016), conducted a study on the rate of crime in Kenya. The report showed that more than 300 secondary schools were shut down in July and September 2008 following unrest among students. A similar incident occurred in 2016, leaving more than 130 secondary schools burnt
with some casualties (NCRC, 2016). In addition, disruptive cases involving school fires and students' unrest hit at least 123 secondary schools across the country with costly destruction of life and property. These occurrences inspire a search for sustainable interventions and strategies to address students' indiscipline and violent behaviour in secondary schools.

Also, the Women Educational Researchers of Kenya (WERK) commissioned a study under UNESCO between June 2014 and June 2015 intending to deepen the understanding of value-based Education in Kenya (Wamahihu, 2017). The study found out that Kenyan education majorly emphasized on mean scores, grading of students, ranking of schools, and certification which overshadowed, overlooked and neglected values education in most public secondary schools in Kenya (Wamahiu, 2017). Furthermore, the study by Afullo (2005 as cited by Erick, Sammy & Catherine 2017), shows that students' conduct in Kenyan public schools is a disturbing concern to many. According to Afullo, Teachers feel overwhelmed when enforcing discipline, especially after the ban of corporal punishment in 2003.

Cases of indiscipline among students in public secondary schools have been rampant in Nairobi City County despite the abolishment of corporal punishment, the establishment of guidance and counseling, introduction of Life Skills Education, religious education programs and pastoral care programs Kinango (2014). For example, The Star (2016) reported that the Lang'ata High School students were sent home after a fire incident that caused injuries to more than 15 students. At Sunshine Secondary School, an attempted fire attack led to the arrest of eight students who, after having been arraigned in court, were each released at a bond of Kshs 50,000.
Alluding to Omari (2011), Nduthuh (2015) recognizes that disciplinary issues were evident in Upper Hill School, where a student died following a fire outbreak in the dormitory. Nduthuh (2015) also observes that at Dagoretti High School, Lenana School, Nairobi School and Moi Girls Nairobi, other disciplinary cases were experienced, leading to disruption of the schools’ activities.

Further, Ochieng (2013) studied the risky behaviour among students in public secondary schools in Nairobi and found out that most students were still engaging in risky behaviour even after the school availed support programs. For instance, the fire incident at Moi Girls’ High school in Nairobi County, which claimed ten lives and left dozens of others injured, was not an accident but a planned arson by a student Mary, (2017). Opera, Kamere and Wawire (2019) also identified increasing trends of various forms of violence in public secondary schools in Nairobi Country which ranged from verbal abuse, physical fights, arson attacks and bullying. Such a growing trend of unacceptable incidences among students called for a sustainable solution.

The Kenya national goals number three and four focus on the ethical, self-disciplined and moral development of students, which in turn builds students’ character. However, the reality in most schools is that a lot of efforts are made on the cognitive development of learners with a special attention to academic achievement, grading, and ranking of schools. Thus, the inherent students’ character formation is neglected, leading to heinous choices and harmful acts by learners. Consequently, parents and schools across Kenya continue to pay a high price for the
anti-social and unruly acts. These destructive acts are also displayed in the larger society where hate speech, violence, abuse of power among others are evident.

The key question is whether or not values education for students’ character development takes place in schools. This study, therefore, sought to investigate the values-based educational inculcation practices and their influence on students' character in public secondary schools in Nairobi County.

1.3 Statement of the Problem

Students’ character development has increasingly continued to be an area of concern especially in education today. Character education promotes excellence in all aspects of students by strengthening healthy personal and social relationships, encouraging learners to become more responsible by taking care of self and others, becoming respectful persons with abilities to make decisions and solve problems using competences that are built on respect for self, others and God.

Since independence, Kenya has had different programs developed to ensure ongoing character development of learners in schools. Various interventions have also been made to develop students holistically and in an integrated manner so as to produce spiritually, physically, socially, intellectually and emotionally balanced and harmonic individuals. These programs are expected to lead students to making decisions that are constructively powered by values. However, despite these programs, the students’ unruly conduct continues to be evident in public secondary schools. The statistics about high school students engaging in sexual abuse, drugs and substance abuse, alcohol abuse, cheating in examinations, unplanned
pregnancies, the humiliation of teachers, and fellow learners, disrespect towards teachers, parents and school authorities and sometimes murder continue to be alarming. These pose a serious threat to other schools’ programs, individual’s, Kenya's prospects and future development. This study sought to assess values-based educational inculcation practices and their influence on student's character in public secondary schools in Nairobi County.

1.3.1 Purpose of the Study

The purpose of this study was to examine values-based educational inculcation practices and their influence on student's character in public secondary schools in Nairobi County.

1.3.2 Objectives of the Study

The following objectives guided the study:

i  To determine the role of school culture and climate on students' character in public secondary schools in Nairobi County.

ii To assess the role of teachers in the inculcation of values for students' character development in public secondary schools in Nairobi County.

iii To assess the role of guidance and counseling programs on students' character development in public secondary schools in Nairobi County.

iv To assess the role of parental involvement in students' character in public secondary schools in Nairobi County.
1.3.3 **Research Questions**

The study was guided by the following questions:

i. What is the role of school culture and climate on students' character development in public secondary schools in Nairobi County?

ii. In what ways do teachers use values-based inculcation practices to develop students' character in public secondary schools in Nairobi County?

iii. In what ways does guidance and counselling programs strengthen students' character development in public secondary schools in Nairobi County?

iv. In what ways does parental involvement in values-based educational practices affect students' character development in public secondary schools in Nairobi County?

1.4 **Significance of the Study**

The study findings may support the Kenya Institute of Curriculum Development and the Ministry of Education in reinforcing values that are underscored in the National Constitution (2010) and in the Basic Education Act (2013) through the education system. This may contribute to ensuring quality education and achievement of Kenya's vision 2030 since values are fundamental in education for sustainable development.

The study findings may encourage and strengthen teamwork among school leaders, teachers, other school personnel, parents and the school community to implement character programs by integrating values practices at homes, schools and in the community. Implementing character programs may therefore manifest positive effects on the personalities and character of students. This may contribute toward
production of students with strong moral values, reduced indiscipline cases, academic excellence and safety in schools.

The findings may add to the literature on character development in Kenya and point of reference for schools struggling with indiscipline issues. In addition, this knowledge may guide other researchers in identifying gaps and evaluating the progress of character development in schools.

1.5 Limitations and Delimitations of the Study

1.5.1 Limitations of the Study

The study was not able to assess all values-based educational practices and their influence in students’ character development. The study only considered four practices while leaving out others such as social media, religious organizations, and political leaders among others.

Secondly, during the second month of data collection, the Covid –19 pandemic forced all schools to close down. This made accessing data from the remaining schools difficult. Therefore, the researcher used on-line data collection methods. Even though not all respondents participated in the study, the collected data was enough to support research objectives and questions.

1.5.2 Delimitations of the Study

The scope of this study was the influence of values-based educational inculcation practices and their influence on students’ character development in public secondary schools in Nairobi County, Kenya. Forty-six other counties in Kenya were left out,
hence generalization will need to be done with caution. In addition, aspects of values-based educational management practices were delimited to school culture and climate, the role of teachers in the inculcation of values, the role of guidance and counselling and the role of parental involvement in students’ character development. Nevertheless, there are other factors that influence students’ character development. The data collection was confined to 48 public secondary schools in Nairobi County. Data were collected from principals, deputy principals, guidance and counseling teachers, form three class teachers, form three students and form three class representatives from the Parents' Association. The study did not include the BOM, Cabinet Secretary, County Education Board, Sub-County Education Board, TSC and KICD, form one, two and four students.

1.6 Assumptions of the Study

i. All respondents in the study willingly participated in the study and honestly responded to questionnaires, interviews and FGD.

ii. That Kenya as a country recognizes the character development of students as key to individual and national development.

iii. The school administrators were friendly enough to allow the study to be carried out in their schools.
1.7 Theoretical and Conceptual Framework

1.7.1 Theoretical Framework

This study was anchored on Holistic Education Theory Miller, Karsten, Denton, Orr and Kates (2005) and Ecological Systems Theory, Bronfenbrenner (1979, 1992).

1.7.1.1 Holistic Education Theory

The main proponents of Holistic Education Theory are Jean Jacques, Ralph Waldo Emerson, Johann Pestalozzi, Fredrich Frobel, Francis Parker, Rudolf Steiner and John Dewey. Holistic Education theory is a comprehensive approach to teaching and learning where institutions seek to address the ethical, emotional, psychological, spiritual and academic needs of students (Mahmoudi, Jafari, Nasrabadi & Liaghatdar, (2012). The theory places emphasis on all aspects of child development rather than on specific parts. Themes common to holistic education theory are the learners’ ability to care, respect themselves, other people and the environment around them because their actions will impact people and the environment.

Miller, Karsten, Denton, Orr and Kates (2005), state that education should develop a learner's self-discipline and self-responsibility. This theory is supported by the whole-child movement, which sees education as a process of preparing learners to participate productively in the socio-economic growth of a society. Miller (2018) established that learners need to develop physical, psychological, emotional, interpersonal, moral and spiritual potentials that will help the learner deal with environmental influences, other multiple immediate forces and changes that are beyond educational institutions.
Mahmoudi, et al, (2012) see Holistic Education Theory (HLT) as an educators' strategy of assisting learners in reaching their fullest potentials in relation to thinking, feeling, and intuiting, emoting, and creative aspects. This, according to Mahmoudi, et al, (2012), fosters relationships between an individual's physical, intellectual, emotional, spiritual, social and aesthetic inner self and external self.

This theory is significant to the study because of the crucial long-term role of education in developing a value base in learners. The theory also calls for personal and collective responsibility among the education stakeholders to ensure holistic development of learners. It, therefore supports the role of independent variables of the study. Furthermore, by encouraging personal and collective responsibility of those involved with students' lives, Miller (2018) accentuates the role of teachers and parents as key variables to this study. Moreover, the theory recognizes values as central to students' character development because of their part in reinforcing positive change in individuals.

1.7.1.2 Bronfenbrenner’s Ecological Systems Theory

This study was also guided by the Ecology of Human Development Model, also known as Bronfenbrenner's Ecological Systems Theory, Human ecological theory or development. The leading proponent is Urie Bronfenbrenner (Ryan (2001). According to Ryan (2001), Bronfenbrenner's theory sees child development within social systems and their relationships.

The theory demonstrates complex strata of settings that have varied influences on the child's growth and development. These strata include microsystem, mesosystem,
exosystem, macrosystem and chronosystem. Bronfenbrenner theorizes that interactions between biological factors of child, the child's immediate family environment, school environment, and other external environment influence a child's development. Bronfenbrenner's interactions have a bi-directional influence as they move from and towards the child throughout the five levels. For Bronfenbrenner, any change or conflict within one stratum will ripple through the other strata and influence a child's growth and development either positively or negatively.

The most critical strata to this study are the microsystem and mesosystem because their interactions directly affect the child (Bronfenbrenner, 1979). The influence within these strata is the strongest and it leaves a lasting impact on the child. Under these layers, essential variables of the study such as the schools’ culture and climate, the teachers and parents and their influence on students' development have basis in students’ character development. For instance, a well-guided child during the microsystem and the mesosystem strata can responsibly discriminate between the external influences and make better choices. This ability to make deliberately informed choices grows through the strata with the guidance of responsible adults.

Moreover, the theory has practical implications for this study because it touches on the roles that different education stakeholders play in developing a learner. It demonstrates the diversity of inter-related influences on the child's development. (Ryan, 2001), asserts that a child's education requires involvement, cooperation, and interactions among different stakeholders: parents, families, communities, and teachers in schools. These interactions are key to learners' development. When
these interactions are affected, the child is likewise affected either positively or negatively. Bronfenbrenner (1992) also highlights that the breakdown and instabilities occurring within children's homes in the modern society are emanating from the way these interactions are handled. Subsequently, Bronfenbrenner distinctly explains that although teachers can make up for these deficiencies, their role is only secondary. As such, parents cannot assume that teachers will play the parental role.

The theory also creates awareness of diverse contexts and the importance of adults in engaging in quality and holistic connections with learners to enhance quality character development. The microsystem and mesosystem layers, for instance, resonate with the need for schools, teachers, mentors and parents to unify their efforts in playing both primary and secondary roles to ensure stable, supportive and caring relationships at homes and schools.

Bronfenbrenner (1979, 1992) observes that when children fail to have proper guidance and healthy interactions within the microsystem, they do not have adequate tools to fit in other layers during their growth and development. Children will, therefore, seek attention through inappropriate behaviour or from wrong places or persons. Ryan (2001) states that such students are anti-social, have no self-discipline and are unable to direct themselves responsibly.

The study purposely used holistic education and ecological systems theories to complement each other. While holistic education theory highlights areas of learners' development such as the moral, physical, emotional, psychological and spiritual,
Bronfenbrenner's theory highlights social system settings within which these areas of development are cultivated. Both approaches recognize the importance of values education for students' character formation, where parents and teachers are the key variables to students' character formation process. While parents play a primary role, teachers play secondary roles in influencing character development in learners. According to the two theories, schools, teachers and parents are charged with a crucial role of ensuring healthy and long-lasting relationships that encourage creation of favourable and nurturing environment for values education.

### 1.7.2 Conceptual Framework

The Influence of Values-based Educational Inculcation practices on students’ character.
Figure 1: Conceptual Framework

Independent Variables

School Culture and Climate
- Rules and Regulations
- School Core Values, mission and vision statements
- Physical and emotional safety

Teachers' use of Inculcation Practices
- Role Modeling
- Teaching of values
- Classroom environment

Guidance and Counselling programs
- Social and emotional skills development
- Mentoring programs
- Conducive environment

Parental Involvement
- Students' mentoring programs
- Reinforcement of values
- Conducive home environment
- Teacher-parent collaboration

Dependent Variable

Students' Character
- Responsible learners
- Disciplined learners
- Respectful learners
- Ethical learners

Intervening Variables

- Social Media
- Politics
- Religion
Mugenda, (2003) defines a conceptual framework as a brief explanation of the problem under study, complemented by a visual or graphic presentation of variables under investigation. Figure 1.1 shows the relationship between values-based educational inculcation practices and students’ character. Values-based educational inculcation practices are the independent variables. They encompass the role of school culture and climate, the role of teachers in the inculcation of values, the role of guidance and counselling programs and the role of parental involvement and their influence on students’ character. While other variables could equally contribute to students’ character development, the study was narrowed down to the four independent variables because they were perceived to have a direct influence on the learners in schools. These other variables whose influence was perceived as beyond the school environment were regarded as intervening variables. They included social media, religion and politics. These also play varied roles in the formation of students’ character, however although their influence equally impacts on students, their influence is not as direct as that of the four underscored variables.

The Dependent variable is the student's character, whose indicators are manifested through disciplined, respectful and responsible students.
1.8 Operational Definition of Terms

Character
A person's disposition that enables them to respond to challenges, fears, failures, successes, opportunities and desires positively and in a way that is different from another person.

Character development
The process of learning and acquiring moral concepts, qualities, values and social attitudes that inform choices and actions of an individual

Holistic Education
A socialization process of developing mental, physical, moral, psychological spiritual and social aspects of a learner.

Inculcation
The process of instilling values in students in a repetitive manner with the hope that such values will sink in students’ minds and become part of their lives

Mesosystem
Bi-directional interactive relationships between different microsystems that directly affect a child's development.

Microsystem
Bi-directional interactions between learners and their immediate environment, such as their family which directly influence the child's growth and development.

School climate
This is the overall ambience or mood of the school’s surrounding.
School culture
These are relationships, perceptions, values, beliefs, attitudes, written or unwritten rules and regulations that influence, shape and guide all activities and functions of an institution.

Parental involvement
The amount of support that children aspire to receive from their parents. It also refers to ways through which parents participate in the development of their children’s character.

Values
A set of desirable and acceptable principles that guide behaviour.

Values-based educational inculcation practices
Roles played by different educational stakeholders and/or educational programs in instilling acceptable values in learners.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter entailed literature related to values-based educational inculcation practices and their influence on students’ character development. The review was based on the study objectives and research questions. The chapter is divided into different sub-sections and concludes with a summary of the reviewed literature and the identification of research gaps.

2.2 School Culture and Climate on Student’s Character

Gilma (2017) defines school culture as a shared core patterns of values, beliefs and norms whereas climate as the general feeling and atmosphere in the school through which problems are solved. Dinsdale (2017) also defines school culture and climate as a mix of attitudes, values, behaviours, norms, traditions and relationships that define the school. At the heart of school culture and climate lay the mission, the core values, the vision, rules and guidelines, expectations, assumptions, symbols, beliefs, knowledge, artifacts and norms that are shared among various stakeholders. These play a significant role in the social and academic tenets of students because they translate into acceptable discipline and better academic performance.

School culture and climate dictates the life ambience of a school where social interactions within the school are bound by norms, core values and beliefs that are charted and agreed upon by the founding members of the institution. The core indicators of a positive school culture and climate are trust and safety manifested in ways through which all school stakeholders operate, relate and behave. Schools
with positive school culture and climate give rise to positive and admirable students’ outcomes while those with negative culture and climate are associated with undesirable students’ outcome (Gilma, 2017).

Dinsdale (2017) singles out the role of school principals and their teams of staff in creating school environments which in turn help to create positive school wide relationships. Some of the ways of creating such school climate are underscored by Dinsdale (2017) as the ability of the principal to show respect to students, be visible in school, clearly communicating the vision and mission of the school to all stakeholders, and showing respect for civil rights. The ability to clearly communicate these elements and to be visibly available to learners and staff creates trust and inspires stakeholders to see the school leaders as more than enforcers of rules (Westerberg, 2016). In addition, principals who are successful in the development of a positive school culture encourage visible collaboration with teachers, parents and students so that the best practices are shared among the stakeholders with the goal of developing students. For this to happen, parents, students and staff should be helped to understand the school’s vision, mission, core values and norms.

Lapsley & Woodburry (2016), used school culture and climate interchangeably. The research viewed culture and climate as a communitarian and collaborative interface through which teaching, non-teaching staff, school community, and parents provide growth-enabling atmosphere for all-round formation of students. Deal & Peterson (2016) explained school culture and climate as written and unwritten rules, interpersonal relationships, policies, principles, beliefs, matters of students'
emotional and physical safety and leadership that guide all aspects, operations, and practices in schools. Similarly, Deal & Peterson (2016), added that school culture shapes and influences every program and activity carried out in schools regarding how principals, staff members, students, parents, and the school community think, feel, and act. School culture and climate therefore, impact what teachers, students, and parents focus on; what is valued, and of more importance in schools.

Nucci, Kretternauer & Narvaez (2008) state that schools are second families to students. They are, therefore, expected to offer warmth, support, love, acceptance and a caring environment to enable all-round formation of students. Lockwood (1997 as cited by Nucci, Krettenauer & Narvaez 2008), saw character development as a school-based activity whose goal was to shape the behaviour of students and added that antisocial conduct among students was a manifestation of the absence of a values system in schools.

School culture and students’ character have a substantial relationship which is interrelated and inseparable (Marengke, 2020). The school culture and climate significantly influence the development of students' character as it qualifies relationships between teachers and students. For example, Zins, Bloodworth, Weissberg, & Walberg, (2004) and Voight, Austin, & Hanson (2013) affirmed that supportive, caring, and safe schools have social, emotional, and academic benefits to students. Such schools, according to them, foster social and moral competence, positive behaviour, caring concern for others, and a strong connectedness between students, teachers, parents, and the school community. Consequently, it reduced
delinquency, reduced drug, and alcohol abuse, reduced violence, and aggression among students (Nucci, Krettenauer and Narvaez (2014).

The school culture and climate is strengthened by the outcomes of a meeting between values that are highly held by the principals, teachers, non-teaching staff in schools and by extension parents. All these produce the institutional philosophy which are aligned with the country’s educational values system that guide behaviour, programs and activities of schools. Vincent (1999 as cited by Nucci, Krettenauer, and Narvaez 2008), state that learning institutions are obligated to identify specific values that would foster the formation of students' character. These values are expected to permeate schools' daily tasks and programs, rules and regulations, code of ethics, policies and procedures, schools' symbols, curricular activities, and in the relationship among education stakeholders (Gulati & Pant, 2017). This is also underscored by Campbell (2003), who states that moral values should be embedded inextricably in schools, classroom life, and in the educational goals and then be transmitted from one generation to the next through education.

School climate has been seen as having great influence on individual conduct. Because of its importance in students’ intellectual, emotional, social and physical safety, positive school culture and climate can be associated with lower levels of substance abuse, delinquency, depression and alcohol abuse (Brand, Felner, Shin, Seitsinger, Dumas, 2003 and Brand, Felner, Seitsinger, Burns & Aolton, 2008). When students and their teachers feel safe emotionally and psychologically part of the school system, the school system values and norms become integrated into their own individual values and norms. Consequently, learners begin to conduct
themselves along with the school system’s values and norms. This then affects the way students feel, think and act thus affecting their general conduct in school.

A positive school culture and climate features values of respect, trust, openness, and collaborative efforts by all participants to foster an environment that is psychologically and physically safe for students to achieve their full potential (Braggs & Manchester, 2011). On the other hand, schools whose culture and climate feature tensed and distrustful relationships among staff, students, and parents are likely to have many unresolved issues that may bring hindrances to the positive character development of learners and other educational reforms. For instance, intolerable activities among students such as violence, crime and indiscipline have continued to be witnessed in schools globally. Wolhuter (2020) relates these activities to poor values system and moral bankruptcy in schools.

In United States of American public schools, intolerable activities among students have been identified. Irwin, Wang, Cui, Zhang, & Thompson (2021) reported high levels of crime in schools in the United States of America. For instance, cases of school shootings with injuries were reported to have risen from 23% in 2000 to 43% and 48% in 2018 and 2019 respectively. Similarly, school shooting with casualties rose from 16% in 2000 to 32% and 27% in 2018 and 2019 respectively (Irwin et al., 2021). According to a report by the National Centre for Education Statistics (NCES) (2019), 22% of students admitted to the use of Marijuana within a span of 30 days which was illegally sold, given and offered to students within the school’s premises. NCES (2019) also conveyed that 80% of public schools experienced violence, theft and other crimes. Although such cases were decreasing as opposed to
other years, such experiences interfered with psychological, intellectual, social and emotional status of students hence influencing their personality formation.

In South Africa, Wolhuter (2020) revealed that students had become increasingly violent and generally undisciplined because of absence of values education and moral bankruptcy. This growing anomaly was regarded as a nationwide problem in South Africa. News24 (2018) underscored several incidences of violence and murder which ranged from stone throwing, assault and bullying to gun pointing, shooting and knife stabbing by students towards their fellow students as well as their teachers. At Fumana High School, for example, a learner was accused of attempting to stab another learner with a knife. Also, at Kwamasakhane High School in Kwazulu-Natal, two students were hacked to death by their fellow students. Such incidences were associated with lack of values which in turn foster positive character in learners.

A positive school culture and climate inspires a sense of safety and reduction of negative conduct (Darling-Hamond and Depaoli, 2020). The development of Safety Standard and Guidelines manual aimed at ensuring such safety in all capacities of students’ development in schools (Ministry of Education, 2008). The manual incorporated among other components safety in school’s environment, safe teaching and learning environment and safety against drugs, alcohol and substance abuse. However, the implementation of the manual did not take effect as planned. For instance, Nyakundi (2012) studied the implementation of Safety Standards and Guidelines in public schools in Kisii County. Unfortunately, the findings revealed that the manual was not adequately implemented because of inadequate funding by
the government and insufficient supervision. In addition, Masese, Nasongo, and Ngesu (2011 as cited by Nyakundi 2012), studied the remedy for drugs, substance abuse, and indiscipline in schools in Kenya and found out that drug abuse was evident in both day and boarding schools despite the rules and regulations governing their entry into schools. An insufficient implementation of safety manual was also identified four years later in Kitui County by Muthiani (2016).

Moreover, Kirui, Mbugua & Sang (2011 as cited by Nyakundi 2012), found out that 63% of school principals in Kisii County reported having experienced insecurity in their schools, and a 70% of the security guards who said that they had witnessed security challenges of school strikes, arsons, and theft of property. Their study concluded that drugs and substance abuse were apparent in many schools and that they were majorly a direct cause of indiscipline cases witnessed in the schools. However, in his recommendations, Nyakundi (2012) did not mention values education as one of the remedies to these problems.

Muthiani (2016) did a similar study that sought to determine the extent of the implementation of the safety standard manual in Kitui County. Her findings differed slightly from that of Kirui et al. (2011) in that the majority of participating teachers felt safe in the schools they were working in. On the contrary, most of their counterpart students revealed that the learning environment was not safe and healthy for them. Muthiani concluded that the atmosphere was not healthy and safe and therefore, recommended more security personnel and training of the existing ones be intensified to curb the insecurity. Her study seemed to focus more on the physical safety of both staff and students but not the emotional and psychological safety
which contribute to positive character formation. Also, her recommendations did not mention the use of values education as a means towards developing students' character.

Various studies have been done on the influence of school culture and climate on students in Kenyan schools. However, these studies have dealt more on the academic performance of students. To begin with, Mutua (2014) studied the effects of school culture on students KCSE performance in Matungulu, Machakos. The findings revealed that school culture was significant in students’ KCSE performance. The study also revealed that schools had clear missions, visions and core values but teachers were not very sensitive in explaining their meaning to students and therefore students’ performance was negatively affected. Similarly, Al-Amin (2018) studied the influence of school culture and climate on students’ performance in KCSE in public secondary schools in Mombasa County. His findings revealed similar results. Related studies were done in Nandi by Makewa, Role, and Yegon (2011) and in Kiambu by Njogu (2012). Their findings were similar to those of Mutua (2014). The studies recommended that schools needed to work towards improving the schools’ social climate and culture to inspire better academic performance amongst students.

### 2.3 Teachers’ Role in Educational Inculcation on Student’s Character

This section assessed values-based inculcation practices such as the role modelling, teaching of values, creation of a favourable and conducive classroom environment for values education, implementation of values-based educational inculcation programs in schools by teachers.
The gradual moral decline in the society has continued to inform the need for inculcation of values in schools as one of the fundamental educational objectives globally. This is because inculcation of values is central in the formation of students’ character as it enables students to think, feel and make decisions that positively influence their own lives and the life of the society. Values education for students’ character formation cannot therefore, be overlooked especially with the global need for security and peace, advancement in technology and increased availability of uncensored data on social media. These values range from religious, ethical, spiritual, moral, family, environmental and social, and learners are supposed to learn them during the formative stages. It is for this reason that the role of teachers is pivotal in the process of inculcation of values since they are believed to be among the formators of learners’ character.

On assessing the rising violence and indiscipline issues such as murder, sexual abuse, and drug abuse among students in schools and the toxic environment learners are exposed to, one cannot stop seeking for solutions. Schulze and Ferreira (2014) feel that violence and indiscipline among students could be minimal with effective implementation of values education in learning institutions. The teachers’ influential role in students' lives is, therefore, critical as the education system groans to prepare students for a global, technological and information-based market arena.

Firstly, teacher-role modelling is regarded as one of the ways of inculcating values in learners. Teachers are expected to act as role models not only to the students but also to society (Pala, 2011). Lickona (2004) supports Pala (2011), adding that the most important lesson students gain from their teachers is character development
which they acquire through observing the teacher’s actions and their consequences. Moreover, Gui, Yasin, Abdullah and Saharuddin (2020), see a teacher first as a role model whose students and the society expect to set good example for them to be inspired to imitate from. Further, Rani, Alka, Bala, Neeru, Monga (2014) highlight the necessity of teachers in displaying behaviour that reflects moral values of fairness, honesty and adhering to their professional codes of conduct at the classroom and school levels. Therefore, teachers’ involvement with students is imperative for students’ character formation.

Steutel & Spiecker (2014) defines modelling as an Aristotelian habituation, which implies learning by doing things consistently under the direction of a virtuous adult. Brahate (2014) records requisite qualities in teachers such as psychological knowledge and understanding of a whole human person to harbour within themselves personal capacities and values of an integrated personality that is admirable and acceptable to learners. Pala (2011) identifies these requisite qualities as self-efficacy, positive self-esteem, well-mannered, and the ability to conduct self with respect. However, Ngare (2007) observes that some students continue to find it difficult to accept any advice or guidance from some of their teachers, especially on alcohol, substance and drug abuse, because some of these teachers had become alcoholics and had no moral authority to correct and guide students who had similar issues.

The second component of values inculcation is the creation of a caring and supportive environment for values education which lay grounds for students’ character development. Most students in secondary schools are transitioning from
childhood to adolescence, and their trust for teachers and other adults tends to decline during these phases of transition. During this period, Huitt (2004) asserts that teachers need to strengthen this trust by creating a harmonious atmosphere where learners can feel cared for, loved, and valued. Such an atmosphere supports instructional process, practice, and reflection on core values, thereby increasing trust among learners. Other students come to school with adverse and sometimes traumatic experiences resulting from their family experiences. To support students’ socio-emotional development, teachers need to intentionally build safe spaces that value, acknowledge and honour personal assets and strengths that make students unique.

Ivory (2021) asserts that subsequent to the family environment is a classroom environment where students experience a sense of belonging, relatedness with others and feel emotionally, and socially secure with their fellow students and teachers. A supportive and conducive classroom environment empowers students to develop confidence, speak out issues and actively participate in decisions that impact their lives and the lives of others (Ivory, 2021). Such an environment takes into consideration the values, needs and preferences of students and contribute to forming character in learners. Darcia, Narvaez & Daniel (2014), affirm that a caring classroom is critical in students’ character development. This is because it creates a good teacher-student bond through which positive influence can take place.

Lastly, teachers are expected to teach values that significantly direct ethical conduct during formal and non-formal instruction (Gui, 2020). By stepping in to rekindle the desire in their students to develop personally, socially and professionally
acceptable values and skills, educators instil character in their students. Nucci, Krettenauer & Narvaez (2014) stress that character development requires that learners grasp the importance of being honest, kind, responsible, and compassionate towards one another when they learn and practice their learning.

Okeke and Drake (2014) support the worldwide agreement that students learn from how teachers speak, dress, behave, and how they exemplify values in their being and conduct. These ways, Okeke and Drake say, are the most powerful ways of teaching values. However, the culture of high mean scores and competitive examination deviates teachers from addressing the acquisition of values that help students to make morally informed decisions, develop self-management skills and coping strategies for healthy and productive lives Wamahiu (2019).

Arthur, Deakin-Crick, Samuel, Wilson, and McGettrick (2006) studied a sample of 2000 teachers and students in England. The study revealed that a considerable majority of respondents believed that teachers' influence on the development of character in students had a significant basis in moral values that are integral to the role of the teachers in inculcation of values. However, some students did not experience a common practice of values education in their schools. Further, the study revealed that the courses given to teachers during their training were suggestively inadequate in preparing them for character formation. Another study with a sample size of 551 students aged between 16 to 19 years old revealed that the relationship between students and teachers was core in students' character formation Arthur et al., (2006).
Pathania (2011) also studied the role of teachers in quality enhancement and value education in India. The study revealed that teachers in India were regarded as moulders of the country's future because they were expected to be consciously and deliberately involved in planting and fostering seeds of discipline, commitment, and devotion in learners through role modelling. Pathania observed that teachers' place in the society was held high with great respect because the Indian society considered teachers close to God and perceived them as not just nation builders but also students' character developers (2011). However, the study findings revealed that some teachers’ conduct had become suspicious, degrading, and disgusting because their morality had deteriorated and their professional stance depleted due to involvement in addictions such as alcohol, gambling, and smoking. Hence, teachers lacked the moral stance to role-model the learners.

Gui (2020) did a study on the significance of values in handling students’ discipline which is linked to students’ character formation. He observed that the problem of indiscipline among learners, which resulted from a lack of moral compass, was one of the greatest threats to education in Malaysia. According to him, moral character of a student could only be conceived through inculcation of values in order to produce learners who are intellectually, spiritually, emotionally and physically balanced.

Ekeh (2019) studied the Nigerian education and the inculcation of values in schools. His study aimed at finding out whether the Nigerian teachers had sufficient knowledge and awareness of the country’s policy of education and its tenets with particular regard to inculcation of values. The findings revealed that teachers were
not equipped well enough for the task of values inculcation and so the affective domain was not given extensive emphasis during teaching and learning. The study linked the failed effort of inculcating values to the unacceptable conduct among students across the country.

In Kenya, efforts have been made to ensure inculcation of values with the aim of forming students’ character. For instance, the National Committee on Educational Objectives and Policies (1976) explicit recommendation to have moral education taught independently as a subject led to the introduction of Social Ethics Education (SEE) in 1988. This was meant to inculcate values in learners to facilitate acquisition of social skills and improve social conduct. After four years, SEE was withdrawn from the secondary school curriculum. The ethical and moral values were then infused in the co-curricular activities and integrated in different subjects (KIE, 2002). However, this integration did not bear much fruits as expected. The culture of high mean scores and competitive examination deviated teachers from addressing the acquisition of values that helped students to make morally informed decisions, develop self-management skills and coping strategies for healthy and productive lives Wamahiu (2017).

Moreover, the current Kenyan Constitution article ten chapter two recognizes national values of integrity, accountability, sustainable development, transparency, respect, care, compassion, understanding, tolerance, trustworthiness, honesty and being ethical as key to ongoing formation of students’ character (Kenya, 2010). These values were later aligned with the values enlisted in the Basic Education Act of 2013. These values are supposed to be transmitted through education at all levels
to enable the learners to ethically differentiate between what is right and wrong and therefore choose to do the right. The constitution mandated Kenyan teachers a pivotal role in instilling values for character formation through curriculum instruction. To perform this noble task of preparing future intellectually, emotionally, spiritually and socially developed citizens, teachers are expected to give clear definition of their school’s set values that would shape the teaching and learning environment.

Although teachers are entrusted with the task of forming learners’ character through inculcation of values, morality standard has continued to dwindle despite the efforts by education system to have the values integrated in different subjects in schools. For instance, Ngare (2007) cited an incident where a student from Upper hill school was expelled over drug abuse but was later freed after questioning the decision by BOM to have the student expelled. Following this incident, the chairperson of the Kenya Secondary Schools Heads Association (KESSHA) reported that such an act by the court of law stripped authority from teachers, thus posing a great challenge to teachers as students might fail to accept teacher's guidance against antisocial conduct (Ngare, 2007). Rowdiness among learners has been witnessed across many Kenyan schools, a conduct opposite to the expectations. Supporting this assertion, Dayton and Manyeki, (2010 as cited by Wamahi 2019) explained that the reasons for such rowdiness was that formal teaching and learning of values had taken a backstage as time for values education was used to teach examinable subjects.
2.4 Guidance and Counselling Program and Student’s Character

The guidance and counselling program in schools has continued to gain attention because of its many benefits in helping learners in decision-making process, problem-solving process, self-development and in the discovery of individual’s meaning and development.

In Indonesia, the guidance and counselling program was regarded as one of the ways of strengthening students’ character in schools. For this reason, guidance and counselling was integrated in schools in order to improve the affective domain of learners which included development of student’s self-character (Farozin, Kurniawan and Irani, 2020). Moreover, Farozin, et al (2020) established that guidance and counselling program was aligned with the Indonesian educational objectives which considered students’ needs and challenges as integral to the program. As a result, learners achieved their independence in the ways they understood, accepted, made decisions and realized their responsibility that led to prosperity and happiness in their lives. The program’s success was facilitated by academically qualified professionals who had the right competences to single out the needs and challenges of learners.

In their study on the practices and challenges of guidance and counselling services in secondary schools in Ethiopia, Arfasa and Weldmeskel (2020) established that most students did not make appointment with the guidance and counselling teachers. This might have resulted from unavailability of services to the learners, lack of counselling facilities and poor professional preparedness of teacher-counsellors. That essential facilities were not put in place could be the reasons why guidance and
counselling program did not contribute to students’ character development in schools.

In Tanzania, Chilewa and Osaki (2022) studied guidance and counselling practices on secondary school students with regard to career development in Timeke municipality. The findings revealed that there was a lack of specialized guidance and counselling personnel because teachers were randomly assigned the responsibilities according to their religious and morality uprightness but not on their academic professionalism. Another finding by Chilewa and Osaki (2022) revealed that the school timetables were so tight and loaded that they did not allow room for students to make consultation with the teachers in charge of guidance and counselling. Additionally, there was also negative perception of guidance and counselling by students and lack of confidentiality of matters students by the responsible teachers.

The role of guidance and counselling has been recommended as a way of promoting discipline, values and character education by different educational commission in Kenya. The Kenya Education Commission of 1964 (Ominde, 1964), the National Committee on Education Objectives and Policies of 1976 (Gachathi, 1976), the Report of the Presidential Working Party and Manpower Training for the Next Decade and Beyond of 1988 (Kamunge, 1988) and the Sagini Report of 1991 (Sagini (1991) recommended guidance and counselling in learning institutions in order to promote self-discipline, ethics, and values. The fundamental element of guidance and counselling in schools is good discipline which is facilitated by values education. The Kenya Task force on Student Discipline (2001) encouraged
underlying strengthening of guidance and counselling programs in learning institutions because of the escalating moral disintegration among learners in schools with the hope that learners’ character could be positively impacted.

In line with the United Nations Convention on children’s rights, Kenya being a signatory banned corporal punishment in 2001. Previously, corporal punishment was regarded as one of the remedies for indiscipline cases in schools. The banning of corporal punishment gave way to the guidance and counselling program in schools. According to the findings on students’ conceptions of the role of guidance and counselling in discipline management is Kirinyaga County secondary schools Magdalene, Michael and Maurice (2019) students made it clear that they continued to experience corporal punishment even though guidance and counselling was officially installed in their schools. As a result, students did not have the confidence to avail themselves for the services.

Across the country, many public schools have continued to witness socio-economic and technological challenges of truancy, drugs abuse, assaults, vandalism, property destruction, harassment, loss of life, riots and disturbing unrest among learners. For example, the Task Force of student discipline and unrest (2001) reported that 85 schools in Central Province experienced violent destruction. In addition, four schools in Coast province destroyed school property, 76 in Eastern Province destroyed school property, and loss of human life. Further, 50 schools in Rift Valley experienced violent destruction. Following this rising unrest and the teachers’ inability to curb the rising indiscipline cases in schools, the government of Kenya, through the Ministry of Education, stressed the need to strengthen guidance and
counselling services in schools. This strengthening would be done by providing guidance and counselling teachers with relevant in-service training Wambu and Wickman, (2016).

Guidance and counselling was perceived as a means of curbing students-related offences because its role in imparting moral values in learners Samoei, (2012). Such moral values of integrity, benevolence, respectfulness, and prudence direct and guide all modes of acceptable conduct (Samoei, 2012). Shertzer & Stome (1966 as cited by Samoei 2012), viewed G&C as a way of fostering a sense of responsibility for one's life, society, and beyond as it helped students to discern with some sensitivity, understanding, and vision that promotes positively informed actions. Vess & Halbur (2003) also saw guidance and counselling as having a vital role in students' character development because it dealt with students' developmental concerns, life skills, and mental health issues.

Were (2003) describes the role of guidance and counselling programs as an integral part of schools that the government of Kenya established to facilitate students' development and help them become aware of themselves and adjust to a diverse and changing environment. The task of guidance and counselling programs is perceived by psychologists as means to develop appropriate values and morals in learners in order for the learners to progress towards an organized personality pattern, to cultivate a philosophy of life, and acceptable conduct by assisting students in developing a concept of values and their importance. Through guidance and counselling, students are expected to become aware of the consequences of
misconduct and encouraged to grow in values of kindness, respectfulness, patience, tolerance, honesty, and politeness with themselves and others.

The reviewed studies show a gap between the expected outcome and the reality in Kenya’s public schools. For example, Kemei (2004) conducted a study on assessing the guidance and counselling program in secondary schools in the Bureti district. His study found out that although the program was well established, it faced a shortage of human and material resources hence incapacitating its intended purpose. Subsequently, in his analytical study of the pedagogical approaches to character formation in Kenyan schools, Wycliffe (2016) found out that guidance and counselling seemed ineffective in meeting its intended goal because teachers perceived the program as a tool for managing students' conduct rather than a strategy for instilling discipline among learners.

In his study, Akanga (2014) found out that although guidance and counselling was recommended by the National Committee on Education Objectives and Policies (1976) primarily to help in shaping student's character and curbing indiscipline in secondary schools, the program's implementation proved very discriminative as it was only applicable to students who were found with discipline problems. A successful implementation of any program depended highly on the professional preparedness of the persons implementing the program. The findings of Salgong, Ngumi & Chege (2016) on the role of guidance and counselling in enhancing students' discipline in Koibatek District sadly revealed that most heads of guidance and counselling programs were not trained. The study further revealed that while some principals allowed time for guidance and counselling services in schools,
others, on the other hand, felt that such allocation of time was a misappropriation of time allocated for students' cognitive development and syllabus coverage of examinable subjects.

Magdalene, Michael and Maurice (2019) moreover, conducted a study on the students’ conceptions of the role of guidance and counselling in discipline management in secondary schools in Kiringaga County. The findings revealed that corporal punishment was still in operation in schools regardless of it being outlawed in 2001. As a result, services did not impact on the lives of learners because students did not make themselves available when faced by challenges situations.

The preparation of teachers and allocation of humble time for counselling services in schools are therefore, key for the guidance and counselling program's success. However, the revealed literature indicated a gap between what guidance and counselling program is expected to do and the actual practice in schools. For this reason, Berkowitz and Bier (2005) caution that inadequate execution of any program produces futile results; hence, if teachers have to assist and guide students, they needed to be professionally prepared to handle students' needs academically and help them develop morally through values education.

2.5 Parental Involvement and Student’s Character Development

Many modern youths are growing up without desirable behaviour, attitudes and psychological competences that are requisite to proper functioning in the society. They encounter social, economic, spiritual, emotional and psychological challenges that may lead them to easily give up on life. Although schools play a part in
ensuring such developmental areas are integrated into the education of youth, primary inculcation of values for character development rests with their parents too. Parents therefore, should engage in shared sacred responsibility with schools to provide an environment that is encouraging, motivating and conducive for character development.

Parental involvement practice refers to the engagement and participation of parents in the holistic education of their children. The Sagini Report (1991) suggests the need to have the parents encouraged to spend more time with their children in guiding, counselling, educating and socializing them into becoming responsible adults. It begins at home with parents along with other family members allowing a healthy and safe atmosphere that is supportive of better academic performance and development of positive values and attitude towards the school Đurišić & Bunijevac (2017). Firstly, parental involvement entails giving attention, affection, and security to children to ensure children’s emotional, intellectual, spiritual, social and psychological well-being. It entails monitoring children’s academic activities, values acquisition and participating in values-oriented activities that are planned by the school. Parents therefore, have a serious obligation in the holistic development of their children which cannot be wholly achieved without values education which in turn contributes to the development of students’ character.

Parents are the first creators of a favourable atmosphere animated by respect for God and humanity, where holistic development is first fostered and the first school of virtues. Berkowitz and Bier (2005) maintain that involvement of parents and community in students' character development is inevitable. Van Roekel (2008)
supports the role of parental involvement in children's character formation, stating that the experiences students go through before and after school in their families are as critical as those that go on during school sessions. However, Malinda et al., (2017) singles out that family systems are increasingly transitioning and drifting away from their roles as values educators and socialization to schools and, most notably, to teachers. While the schools and teachers take significant responsibilities to impart acceptable values to students, parents need, at the same time, to acknowledge that the production of a skilled workforce and citizenry cannot be achieved alone without their support and the school community (Ryan, 2001).

Berkowitz and Bier (2006) stresses that character development of learners is school-based approach, however, its success can only be realized through full participation of parents. Character formation is first and foremost done in learners’ families and therefore parental involvement has the most profound effect on their children character. In many cases a child’s conduct whether positive or negative is often associated with the conduct of the parents. Similarly, when the character of a learner lacks moral values, this moral bankruptcy is usually linked with the learner’s family background.

Ryan (2001) specified that children require caring and supportive adults in their immediate environment whose interactions are primary, stable, and sturdy. The competencies and values learners acquire from parents should create an unconditional attachment between parents and their children. However, Katatumba (2007 as cited by Nyembeke, 2016) found out that students in Kilosa District in Tanzania did not find their parents concerned with their education activities. Dean
Huitt (1999, as cited by Ryan 2001) also observed that most parents worked away from their homes and, therefore, were not in close conduct with their children. This broken conduct pushed adolescents to explore other systems of interactions when they had no inadequate potential to discriminate between what was right and wrong.

Nyembeke (2016) assessed parental involvement in students’ academic activities in Kilosa District in Tanzania. The study revealed that 67% of parents did not involve themselves in the academic work of their children. Some of these parents did not have formal education and by so doing had no aspirations in getting involved whatsoever. Others lacked awareness of the need to be involved in their children’s schooling. Similarly, Masabo, Muchopa & Kuoth (2017) study on parental involvement on the academic performance of students in Tanzania highlighted various challenges that contributed to lack of involvement of parents in schools. One of the major contributing factors was poverty and high levels of illiteracy as parents were not aware of their role in the academic life of their children.

A Group of researchers in Kenya conducted a survey on value-based education in 25 counties where questionnaires were distributed to teachers and parents. The findings revealed a gap between what is stated in policies and what is practically done in schools. In addition, in 2021, the education cabinet secretary, Professor George Magoha, strongly blamed the rising cases of indiscipline among students across the country on the failure of parents in nurturing their children well. He was quoted by Mbati (2021) saying:

‘There is something called tough love. Our current parents don’t give even one percent of tough love. They give stupid love. Currently, our parents are
not listening. It’s a societal problem. How are you treating your children? You nurture them as eggs and force them on principals in schools. What do you think is going to happen?’ (Professor George Magoha, 2021).

Parental involvement in schools is an obligatory prerequisite for an effective implementation of values education in schools. The reviewed literature underscored a failure by schools to create and reinforce parents-involving activities and programs such as mentoring programs and counselling sessions, among others, to build alliances between parents and teachers. Students’ character development by parents is also wanting. This realization called for an assessment on parental involvement in their children’s character development in public secondary schools.

2.6 Summary of the Key Research Gaps

The reviewed literature indicates that values-based educational inculcation practices have a great influence on students’ character development. Nevertheless, it is clear from the literature review that the area has not been much explored in Kenya and most especially, in Nairobi County. The current study tried to address the gap by looking into the four values-based educational inculcation practices namely the role of school culture and climate on students’ character; the role of teachers in the inculcation of values for students’ character development; the role of guidance and counselling programs and the role of parental involvement in students’ character in public secondary schools. Moreover, the four educational inculcation practices have also not been adequately explored as influencers of students’ character formation in public secondary schools.
Students’ character development is anchored on collaborative interface among teachers, parents and students in transmission of moral values through teaching, guiding and mentoring. The reviewed sources indicate that efforts to inculcate these values have been made through recommendations by national education committees, the New Constitution (2010), the Basic Education Act (2013); and through programs such as guidance and counselling as well as introduction of life skills program. However, little has been done as far as values education for character is concerned as a lot of time is spent on the cognitive development of learners. This focus rules out the values integration which in turn leads to students’ character development.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter describes the research design, target population, sample size and sampling techniques, research instruments, validity and reliability, data collection techniques, data analysis, logistical and ethical considerations.

3.2 Research Design
This study adopted a descriptive survey design. Kothari (2004 as cited by Chelote, Obae & Kanori, 2014) state that the design describes characteristics of an individual or a group. The descriptive survey design encompasses posing questions to a large population of respondents concerning a particular matter using a sample (Mugenda & Mugenda, 2003). It also derives information that explains the existing phenomenon by posing individual questions to respondents based on their attitudes, perceptions and values (Mugenda & Mugenda, 2003). Creswell (2003) states that descriptive survey design explains trends, opinions, or attitudes of a population by analyzing the sample of a particular population.

The present study purposed to give an accurate and vivid description of the influence of values-based educational inculcation practices on students' character development. Therefore, the design was an ideal choice. Thus, the design helped to collect quantitative and qualitative data using questionnaires for both school principals and form three class teachers. In addition, there were structured interviews for the deputy principals, G&C teachers in charge and form three parents'
representatives. Lastly, Focused Group Discussion were used for form three students.

3.2.1 Variables

The study sought to examine the values-based educational inculcation practices and their influence on the students’ character development in public secondary schools. The independent variables were the values-based educational inculcation practices which entailed the school climate and culture; the use of values-based educational inculcation practices by teachers; the role of guidance and counselling programs; and parental involvement in students’ character development in public secondary schools. The intervening variables included the roles played by political leaders, religious leaders and social media in students’ character development. The dependent variable was the students' character, whose indicators were responsible, respectful, ethical and disciplined learners.

Firstly, the role of school climate and culture was measured by the commitment of schools to values education, finding out whether or not the selected public secondary schools’ core values, mission, vision, school rules and regulations were made clear enough for students to acquire and practices values. Secondly, school climate and culture was measured by whether the selected schools created physical and emotional safe space for learners to acquire values that strengthen students’ character. Thirdly it was also measured by students’ conformity to discipline, rules and regulation of the school and their participation in decisions that support on-going character formation in schools.
The role of teachers in character development was measured by whether teachers impart the school's core values during instructions, guidance and counselling, and other curricular activities. Secondly, the study sought to determine if teachers created a caring and safe environment in the classroom and at the school level. Thirdly, the study tested if the teachers' allowed students to practice participative and shared decision-making processes in the classroom and whether they modelled values to learners. Fourthly, the study wanted to find out whether teachers established programs and activities for values education and social-emotional development of learners and lastly, whether core values of the schools guided the interpersonal relationships between teachers, learners and parents.

The role of parents in students' character development was measured by firstly assessing parental involvement in the development of their children’s character through values education. Secondly, the study evaluated the ability of parents to create a safe and caring environment at home where values learned from school are reinforced and finally, whether parents did role-modeling and taught values to their children.

The intervening variables entailed religious leaders, political leaders and social media. These equally influence students’ character formation. However, the study was delimited to the development of students’ character within schools that were directly involved in the character development process.
3.3 Location of the Study

The study was conducted in Nairobi County in Kenya. According to the Nairobi County Development Plan (2018) the County covers an area of 696.1km² with an expected population of 4,941,708. The county is also 100% urban, with most of Kenya's ethnic groups residing in the area. Nairobi County has seventeen sub-counties with 96 public secondary schools.

Firstly, the choice of the location of study was informed by a disconcerting trend of moral disintegration and increasing level of indiscipline cases among students in public secondary schools. For instance, Nairobi County recorded a severe case of indiscipline among students in Moi Girls High school located in Dagoretti North Sub-County where eight students lost their lives through a fire accident and left several other students injured and evidence of school property destroyed (Mary, 2017). Moreover, in 2008 Nairobi County was listed among the most hit thirty-two counties with the highest cases of indiscipline where Siaya had six cases, Nairobi with five cases, Nyeri, Murangá and Kakamega with four cases respectively (The Star, 31 July, 2016). Furthermore, in their study on students' discipline in public secondary schools in Nairobi County, Obiero, Kalai & Okoth (2018) observed that 78% of principals and 75% of teachers continued to experience unrest in schools in Nairobi County.

Secondly, the county’s location was close to the researcher hence making the sampled schools easily accessible and cost-effective during data collection.
3.4 Target Population of Schools and Respondents

3.4.1 Target Population of Schools

The target population comprised 7 national schools, 19 extra county schools, 35 county schools and 35 sub-county schools. The total population was 96 public secondary schools in Nairobi County as shown in table 3.1 below. This comprised of 96 principals, 96 deputy principals, 96 G&C teachers, 96 form three parents' representatives, and 1,152 form three students from the 96 schools as indicated in table 3.1.

Table 3.1: Target Population of Schools

<table>
<thead>
<tr>
<th>Category of School</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>7</td>
</tr>
<tr>
<td>Extra County</td>
<td>19</td>
</tr>
<tr>
<td>County</td>
<td>35</td>
</tr>
<tr>
<td>Sub-County</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>96</strong></td>
</tr>
</tbody>
</table>

*Source: Nairobi County Education Office*

3.3.2 Target Population of Respondents

The target population included the schools’ principals, their deputy principals, guidance and counselling teachers, form three class teachers, form three students and form three parents’ representatives. The choice of these respondents was encouraged by the belief that they had sufficient competences and qualifications to ensure effective execution, implementation and monitoring of values education.
programs, practices and activities for positive students’ character development in schools.

**Table 3.2: Target Population of Respondents**

<table>
<thead>
<tr>
<th>Category of School</th>
<th>Target Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>96</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>96</td>
</tr>
<tr>
<td>G &amp; C Teachers</td>
<td>96</td>
</tr>
<tr>
<td>Form Three Class Teachers</td>
<td>96</td>
</tr>
<tr>
<td>Parents’ representatives of form three students</td>
<td>96</td>
</tr>
<tr>
<td>Form Three Students</td>
<td>1152</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1632</strong></td>
</tr>
</tbody>
</table>

### 3.4 Sampling Techniques

Sharma (2017) defined sampling technique as the researcher's device used to systematically select a sample from the target population from which data will be sourced. Mugenda and Mugenda (2003), agreed that a sample comprising 10% from a large target population or 30% or more for a smaller population was required.

This study sampled 48 (50%) public secondary schools from a target population of 96 public secondary schools in Nairobi County. The researcher obtained a list of the 96 public secondary schools from the Nairobi County education office. This list was used to write down the name of each of the schools on slips of papers. The researcher then placed the names on smaller tables bearing the titles national schools, extra country schools, county schools and sub-county schools. On each
table, containers labelled Girls Only Schools, Boys Only Schools and Mixed Schools were placed on their specific containers. Simple random sampling was then used to draw 48 public secondary schools: 4 national schools, 10 extra county schools, 17 county schools and finally 17 sub-county schools. In addition, purposive sampling was used to select 48 principals, 48 deputy principals, 48 Form Three Class Teachers, 48 Guidance and Counselling teachers and 48 form three parents' representatives.

The researcher further used purposive sampling technique to select four focused groups from form three students from among the already selected 48 public schools for discussions. There were 12 students in each group. Masadeh (2012) argues that a researcher can conduct a study using a Focused Group Discussion of 6 to 12 participants who have specific characteristics relevant to the topic under investigation. FGD helped the researcher to collect in-depth information on the respondents' ideas, knowledge, perceptions, and beliefs on the role of values-based educational inculcation practices on students' character development. The sample size is presented in Table 3.3.
3.5.1 The Sample Size

Table 3.3: The Sample Size

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population size</th>
<th>Sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Principals</td>
<td>96</td>
<td>48</td>
<td>50%</td>
</tr>
<tr>
<td>The Deputy Principals</td>
<td>96</td>
<td>48</td>
<td>50%</td>
</tr>
<tr>
<td>Form Three Class Teachers</td>
<td>96</td>
<td>48</td>
<td>50%</td>
</tr>
<tr>
<td>Guidance &amp; Counselling Teachers</td>
<td>96</td>
<td>48</td>
<td>50%</td>
</tr>
<tr>
<td>Form Three Parents’ Representatives</td>
<td>96</td>
<td>12</td>
<td>13%</td>
</tr>
<tr>
<td>Form Three Students</td>
<td>1152</td>
<td>48</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1632</strong></td>
<td><strong>252</strong></td>
<td><strong>15%</strong></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

3.6.1 Questionnaires

This study used two sets of questionnaires addressed to the principal and the form three class teachers. The questionnaires addressed the role of school culture and climate, the teachers’ use of values-based educational inculcation practices, the role of guidance and counselling and finally the role of parental involvement in students’ character development. According to Macleod (2018) questionnaires enabled the researcher to collect large amount of data quickly from a wide-spread respondents at a low cost.

3.6.2 Interview Schedule

The interview schedule was used to collect data from 48 deputy principles, 48 Guidance and Counselling teachers, and 48 form-three parents’ representatives
because of the considerable roles they are expected to play in ensuring on-going character development of students. The use of interviews helped the researcher to gather in-depth information which helped in complementing the data gathered from questionnaires.

### 3.6.3 Focused Group Discussion

Masadeh (2012) states that a Focused Group Discussion of 6 to 12 participants with particular characteristics relevant to the topic under study can be used. This study used 4 focused group discussions comprising 12 students per group. Focused group discussions helped the researcher to collect in-depth ideas, perceptions, and opinions of the respondents on the influence of values-based educational inculcation practices on students' character development in Nairobi County. Since students shared specific similar characteristics, they openly shared naturally and comfortably on the areas under focus. This method contributed further to strengthening the questionnaire and interview responses.

### 3.7 Pilot Study

The instruments were pre-tested in two public secondary schools with two principals, two deputy principals, four form three class teachers, two Guidance and Counselling teachers, two form three parents’ representatives, and one focused group of form three students from the piloting schools. Piloting helped to check for clarity, eliminate ambiguity and enhance comprehension of instruments by the respondents in terms of content, language and time-frame. In addition, the sampled schools informed the choice of the pilot institutions such that the schools that participated in the pilot study were not included in the actual study sample.
3.7.1 Validity

Content validity was used to ensure that the research instruments were comprehensive enough to measure the constructs which the study intended to measure. This was done through expert review of the research instruments. The study considered the feedback from these experts which allowed redesigning and reorganization of the research instruments to ensure accuracy and representation of the study variables. As a result, suitable items were upheld while the rest were revised hence strengthening the validity of the instruments.

3.7.2 Reliability

The reliability of research questionnaires was determined by test-retest reliability. The research instruments were administered twice on the same group within an interval of two weeks. The test results were compared to evaluate the results’ stability. The Spear-man's Rank Order correlation was calculated to estimate the extent to which the questionnaires were internally consistent in eliciting the same response every time the instruments were administered. A coefficient of .791 was obtained from the respondents. The correlation coefficient (r) of 0.75 is recommended as proposed by (Orodho, 2009) which is considered high enough to judge the instrument's reliability. The Spear-man's rank-order correlation formula:

\[
p = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}
\]

Where \(d_i\) is the difference between a pair of rank

\(n\) is number of observations
3.8 Data Collection Techniques and Procedure

This section entailed pre-field, actual and post field logistics.

3.8.1 Pre-field logistics

This phase entailed writing the proposal, developing the research instruments, consulting with the supervisors and obtaining an authorization letter from Kenyatta University. The researcher also visited the Nairobi County Education office where a list of different public secondary schools was obtained. Further, the researcher attained a permit from the National Commission for Science, Technology and Innovation (NACOSTI). These documents allowed the researcher to visit the schools for piloting without problems. Piloting enabled the researcher to pre-test, revise, and edit the research instruments to make the actual administration easier. Piloting also helped the researcher to ensure consistency of the responses. The results were then tested using the spear-man rank order coefficient.

3.8.2 Actual field logistics

During this phase, the researcher visited the sampled schools to administer the questionnaires and interviews. Respondents were informed about ethical considerations regarding their participation and the use of the responses.

3.8.3 Post field Logistics

The researcher gathered the filled-in questionnaires and ensured that they were completed before entering the data in the SPSS for analysis. Interviews and Focused Group Discussion’s responses were transcribed and coded according to the emerging
themes. The instruments were then numbered and analysed according to the study objectives.

3.9 Data Analysis

Kombo & Tromp (2006) define data analysis as systematically applying statistical and logical techniques to make sense of data. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) version 22. First data were cleaned so as to remove incomplete items. This was followed by preparation of a code sheet after which the data were fed into and analyzed using SPSS to obtain frequency distribution tables, and bar chats. Further, qualitative data were then classified into themes derived from the study objectives, coded, and presented using narrations and verbatim quotations. Based on the study objectives, data analysis followed the plan in table 3.4.
<table>
<thead>
<tr>
<th>Number</th>
<th>Objective</th>
<th>Type of Data</th>
<th>Statistical Tools</th>
<th>Mode of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To determine the role of school culture and climate in students’ character in public secondary schools in Nairobi County</td>
<td>Quantitative</td>
<td>Frequency &amp; percentages</td>
<td>Verbatim quotations</td>
</tr>
<tr>
<td>2.</td>
<td>To assess the role of teachers in the inculcation of values for students’ character development in public secondary schools in Nairobi County</td>
<td>Quantitative</td>
<td>Frequency &amp; Percentages</td>
<td>Verbatim quotations</td>
</tr>
<tr>
<td>3.</td>
<td>To assess the role of guidance and counseling programs in students’ character development in public secondary schools in Nairobi County</td>
<td>Quantitative</td>
<td>Frequency &amp; Percentages</td>
<td>Verbatim quotations</td>
</tr>
<tr>
<td>4.</td>
<td>To assess the role of parental involvement in students’ character in public secondary schools in Nairobi County</td>
<td>Quantitative</td>
<td>frequencies, percentages, Narrations</td>
<td>Verbatim quotations</td>
</tr>
</tbody>
</table>

Source: Researcher 2020
3.10 Logistical and Ethical Considerations

3.10.1 Logistical Considerations

The researcher first obtained a letter of introduction from Kenyatta University then proceeded to NACOSTI, where a research permit to conduct the study in Nairobi County was issued. The letters helped to conduct research in schools. The researcher further requested permission from the principals of the schools in which research was conducted.

3.10.2 Ethical Considerations

The researcher ensured that ethical considerations were adhered to, including a letter seeking permission from the respondents, confidentiality, and the principle of anonymity. Respondents were not allowed to write or give their names during data collection. Therefore, the researcher ensured the originality of research ideas was adhered to while abstaining from any form of research fraud and plagiarism.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter entailed the presentation, the interpretation, and the discussion of the findings on the influence of values-based educational inculcation practices on students' character development in public schools in Nairobi County. The results of the findings were presented in line with the study objectives, which included:

i. To determine the role of school culture and climate in students’ character development in public secondary schools in Nairobi County.

ii. To assess the role of teachers in the inculcation of values for students’ character development in public secondary schools, Nairobi County.

iii. To assess the role of guidance and counselling programs in students’ character development in public secondary schools in Nairobi County.

iv. To assess the role of parental involvement in students' character development in public secondary schools in Nairobi County.

4.2 General and Demographic Information

This section presents general and demographic data of the study respondents.

4.2.1 General Information

The study was conducted in 48 public secondary schools in Nairobi County. The researcher distributed questionnaires to 48 principals and 48 form three class teachers. As a result of the Covid-19 outbreak, two principals and two form three class teachers did not return their questionnaires as schools were immediately closed. In addition, 16 and 18 interviews for the guidance and counselling teacher’s
in-charge and deputy principals were not conducted respectively. The response rate is shown in the table below:

### Table 4.1: Questionnaires, Interviews and FGD Return Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sample</th>
<th>Response</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>48</td>
<td>46</td>
<td>96</td>
</tr>
<tr>
<td>F3 Class Teachers</td>
<td>48</td>
<td>46</td>
<td>96</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>48</td>
<td>30</td>
<td>54</td>
</tr>
<tr>
<td>G&amp; C Teachers</td>
<td>48</td>
<td>32</td>
<td>58</td>
</tr>
<tr>
<td>Form 3 Students</td>
<td>48</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>F3 Parents’ Reps</td>
<td>12</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>252</td>
<td>214</td>
<td>85</td>
</tr>
</tbody>
</table>

*Source: Researcher 2020*

A total of 214 (76%) respondents were used for the study. Four groups of 12 students each were given Focused Group Discussion questions. According to Mugenda & Mugenda (2008), the response rate of more than 70% is sufficient for evaluating; therefore, both the quantitative and qualitative data gathered were adequate to address the study objectives.

### 4.2.2 Demographic Information

This section entailed respondents' professional qualifications, and their length of service in the teaching profession.
4.2.2.1 Qualification of the principals and form three class teachers

The study sought to get information on the educational level of the respondents. The findings are presented in figure 4.1.

![Distribution Respondents by Academic Qualifications](chart)

**Figure 4.1: Academic qualifications of Teachers and Principals**

N=92

Figure 4.1 captures the distribution of 46 principals and 46 form three class teachers by their academic qualifications. 59% (27/46) secondary school principals had a postgraduate level of education, 39% (18/46) had an undergraduate educational qualification, and 2% (1/46) had diploma qualifications. The distribution of form three class teachers shows that 26% (12/46) had postgraduate qualifications, 63% (29/46) had attained an undergraduate level of education, while 11% (5/46) had diploma qualifications. The above findings indicate that both principals and form three class teachers had the required capacities to influence character development in students because they had gone through the formal training and acquired skills essential not only for intellectual but also for development of students' character.
The findings relate to the claims of Rehman (2018) that teachers are the mediators between the students and the education system, hence they need to be people of broad knowledge and good culture to develop positive character in learners.

4.2.2.2 Distribution of principals and teachers by length of service

The researcher sought to find out the details of the years that the principals and form three class teachers had been serving in schools, and the findings are illustrated as per Figure 4.2.

![Figure 4.2: The respondents’ length of service in their current position](image)

**Source: Researcher 2020**

N=92

Figure 4.2 shows data relating to the distribution of the respondents according to the number of years in their teaching profession. Fifteen of the principals and an equal number of class teachers (33% respectively) had served for 1 to 5 years, while 11 (22%) and 4 (9%) of the teachers and principals had been working in their current position for 6 – 10 years. The highest number of principals that is 16 (35%), had
worked for 11 to 15 years, while the class teachers who had worked for the same period were 6 (13%). Those who had working experience of over 15 years comprised 13 teachers (28%) and 11 principals (24%). Thus, half of the respondents (50%) had a considerable length of service for more than ten years. This indicated that both principals and form three class teachers had worked long enough to impart values to students, which adds to students' character formation in secondary schools. This finding relates to Pala (2011), who sees students' character development as a practice that requires a time of influence through a continual process of intentional transmission of agreed-upon values.

The teaching experience presented on figure 4.2 revealed that most teachers and principals had served for many years as indicated by 50% for the respondents. This suggested that if teachers and principals cooperated in implementing programs that are meant to influence character in students, students would be more responsible and disciplined. It is expected that the longer the time one stayed in the service, the higher the likelihood of imparting acceptable values, and so the character is formed. Teachers with long experiences in teaching profession are in addition expected to have sufficient mastery of content in terms of knowledge, skills, and values. Hence, their ability to integrate these domains is paramount in the ongoing character formation of learners. However, the findings revealed that values-education is not as emphasized as the cognitive aspects thus impeding students' character development. Furthermore, the findings indicated a significant difference in the length of time spent teaching and learning and students' character development in schools. Traditionally, teachers with longer experiences are assigned roles of
guidance and counselling in most schools. However, this was not so for some schools as highlighted by one of the respondents:

_Some of the teachers that we have, including the one in charge of the guidance and counselling department, are very young in the profession. They, therefore, may not have sufficient experience to guide learners especially on some matters that directly or indirectly affect them._... (DP2)

4.3 Role of School Culture and Climate on Student’s Character

The first study objective aimed at assessing the role of the school culture and climate in students’ character development in public secondary schools in Nairobi County. Facets of school culture and climate that the study focused on were: commitment of schools to values education, the effectiveness of the established character education programs, students’ conformity to classroom rules and regulations, the safety of the teaching and learning environment, and participation of students in decision-making processes in schools. Both the school principals and form three class teachers were asked to indicate their opinion on the various statements of the school culture and climate aspects that influence the development of students’ character. A Likert-type scale of 5 – points, namely: Strongly Disagree (SD), Disagree (D), Uncertain Agree (A), and Strongly Agree (SA), was used. The results are presented in figure 4.3.
Based on the findings in figure 4.3, 62% (57/92) respondents disagreed with the statement that schools are committed to values education that enhance character development of students at all times, whereas 27% (25/92) agreed with the statement and 11% (10/92) had a neutral opinion. Half of the respondents, 58% (53/92), stipulated a disagreement that the schools have effective character development programs where students learn and practice values. In contrast, less than half of the respondents, 38% (35/92), agreed with the statement, and 4% (4/92) had a neutral opinion. The study found that 60% (55/92) disagreed that students conform to the discipline and rules of the school and exercise self-discipline in the interest of all. On the other hand, slightly less than one-third of the respondents (31% (29/92) agreed with the statement, and 9% (8/92) had a neutral opinion.
Further, 65% (60/92) respondents disagreed that students and teachers experience a safe environment in school, 22% (20/92) agreed with the statement, and 13% (12/92) had a neutral opinion. 68% (63/92) disagreed that both classroom and school rules and regulations are made clear to all, while 17% (16/92) agreed with the statement and 14% (13/92) were undecided. On students' participation in decisions that support their ongoing character development, 64% (59/92) disagreed with the statement, whereas 34% (31/92) agreed with the statement, and 2% (2/92) were undecided.

Firstly, the findings in the figure 4.6 showed that more than half of the respondents, 65% (60/92), did not feel safe in their schools. Although schools' core values are supposed to be entrenched in school culture and climate to contribute to safety of students and teachers in schools, this finding showed opposite results. Safe schools are drug-free schools. The findings relate to that of Kirui, Mbugua and Sang (2011), Nyakundi (2012), and Muthiani (2016), who found out that members of staff and learners from both day and boarding public secondary schools did not experience a healthy and safe environment in their schools. The results contradict Bragg and Manchester (2011), who envisioned a positive school culture as one where stakeholders collaboratively aim to foster a psychologically and physically safe environment in which positive character development of learners could be achieved. Further, the findings contradict the MoE (2008), which encouraged schools to create a safe and conducive environment for teaching and learning.

The safety of both teachers and students is fundamental to quality education and students' character development. Unsafe experiences arising from anti-social
conduct, drugs and substance abuse among students, as revealed by some of the
interviewees demonstrate the need for strengthening values education in schools.
When values are not inextricably embedded in classrooms, and at school levels,
safety issues are likely to surface in schools. It is, therefore, challenging for teachers
to create a safe environment both at the classroom and school levels.

To support the finding on figure 4.3, qualitative data revealed that safety in schools
was still a major issue as it was necessitated by the accessibility of drugs within the
neighbouring school communities and their furtive entry into schools by students.
One of the respondents stated:

*The environment surrounding our schools isn't safe. There are drugs of all
kinds that have found their way in our schools through the very students we
try to guide. In addition, some members of our school communities are
cunningly selling drugs to students. Currently, we have five students who
report to school from the police cell because of drug abuse. They are
escorted to school by police and are picked at five by the same. The law
allows such students to be in school, and we do our best to help them
change. These students interact daily with other innocent students who may
be easily lured into drugs and alcohol abuse. As long as drugs are available
to students out there, schools will not be safe.* (DP5)

*Most of the cases that I deal with frequently are drugs and alcohol abuse by
students. Sometimes with the school principal's permission, I invite the
parents of the said student for a discussion about their children's welfare.
The students’ parent arrived at the meeting drank .... It is challenging to
deal with such cases because we cannot come up with a collaborative
solution.* (GC7)
Secondly, the findings on school culture and climate show that the majority of respondents, 68% (63/92), felt that both classroom and school rules and regulations were not made clear to all. This exposed the reasons why 60% (55/92) of the respondents disagreed with the statement that students conform to the discipline and rules of the school. These findings imply that students’ character development, facilitated by the values embedded in rules and regulations, does not materialize in schools. Students were issued each with a copy of the rules and regulations during admission to read and understand them independently without their consequences being explained to them. These findings concur with Kaggudu (2009 as cited by Ndeto, 2013), whose major finding indicated that all schools in Busiro County, Uganda, had written rules and regulations which even though copies were made available to students on admission, such rules were not clearly defined to students, and consequently students did not understand them.

A partial understanding of rules, regulations, and consequences can lead students to commit offences that the schools may be prohibiting. According to Kaggudu (2009, as cited by Ndeto, 2013), such an unclear understanding led to abuse of drugs, alcohol, and frequent strikes as students devised their own rules to guide them. These findings are also supported by two of the students in the FGD who felt that even though rules and regulations were meant to impart values in students, the enforcement was unfair and was assumed by most students as a force and, therefore, did not impact them positively. Students expressed their sediments as:

*Our school is supposed to teach values through rules and regulations, yes, but Rules and regulations are forced on us. They create pressure, and we develop rebellious minds. We don’t participate in their formulation. They*
are not fair to us, for example, when we are late for school or are not wearing games kits which some of us cannot afford, we are punished before giving our reasons ... (S1)

We are given school rules and regulations written on paper when we are admitted to the school, but we have not been taught their consequences and benefits. What is on paper is different from what's in practice, especially among us students. Many times, these rules are imposed on us; they are not fair to us, so they do not impact our lives as much as if we were allowed to participate in their formulation.... (S2)

When students understand rules and regulations, their character is strengthened as rules and regulations inform discipline, order in school and the quality of development of learners is enhanced. Many schools assume that students will read and understand such rules and regulations on their own. However, for efficacy, rules, regulations, their consequences and benefits must be taught and made clear to all and most importantly, to students. This is because they define the culture and climate of the schools, quality education and students’ discipline and as such, contribute greatly to the formation of students’ character.

Thirdly, 62% (57/92) of the respondents disagreed that schools are committed to values education. However, Karimi (2015 as mentioned by Malinda et al. (2017), agreed with the findings of this study as teachers argued that there was little space in the school curriculum for values education. Additionally, the findings coincided with Wamahiu (2017) and Zurqoni et al. (2018). Their similarity in findings exhibited a great emphasis, focus, and stress on only cognitive skills, resulting in
academic pressures and competition among students, teachers, and schools. The findings were further supported by several FGD students who noted that:

*We don’t learn values in school.... Some of the programs such as Life Skills that are mainly supposed to be taught by the class teachers aren’t.... During the time for Life Skills and even Physical Education, we learn subjects such as Mathematics, English, Physics and others.... Why would a teacher teach values yet they are not assessed during exams? (S4)*

The above findings build on the existing evidence from literature that values education has not been given priority in many public secondary schools in Nairobi County. This ultimately supports Wamahiu (2017) that throughout the schooling period, students’ cognitive aspects are more developed than other domains. Giving unequal attention to affective domain which mostly relates to students’ character development could lead to production of students who may not be grounded enough to tolerate others, take personal and collective responsibility, respect, care and be dependable mature members of the society.

### 4.4 Role of Teachers in the inculcation of values for student’s character

The second study objective was to determine how teachers use values-based educational inculcation practices to develop students’ character in public secondary schools in Nairobi County. The values-based educational inculcation practices that were investigated were: Teachers as role models of character development, creation of a favourable environment in the classroom where students experience protection, love, care and support from teachers and from other students; teaching of values
during curriculum instructions; creation and implementation of value-based programs that nurture character development in learners in schools.

To determine these practices, qualitative data were obtained using interview schedules for the deputy principals, guidance and counselling teachers in charge, and three parents' representatives. Focused Group Discussion (FDG) was also used for form three students. Quantitative data were obtained from schools' principals and form three class teachers who were asked to rate the following values-based educational inculcation practical aspects on a 5-point Likert-type scale namely; Strongly Disagree (SD), Disagree (D), Uncertain (U), Agree (A) and Strongly Agree (SA). The findings are as illustrated in figure 4.7

![Teachers' Role in Inculcation of Values for Students' Character](image)

**Figure 4.4: Teachers’ role in inculcation of values for students’ character.**

N=92
The findings in figure 4.4 show that 95% (87/92) of the respondents agreed that the students’ Mentorship programs by teachers are usually overtaken by the competitive examination pressures, whereas 4% (4/92) were undecided and 1% (1/92) disagreed with the statement. On finding whether teachers have enough time to teach values during curriculum instructions, 66% (61/92) of the respondents disagreed with the statement, 23% (21/92) agreed, while 11% (10/92) were undecided. On assessing students’ ability to take responsibilities with or without the teachers’ supervision, 60% (55/92) were in disagreement with the statement, whereas 30% (28/92) agreed with the statement and 10% (9/92) were undecided.

Further, 87% (80/92) of the respondents did not agree with the statement that teachers are not good role models to students, while 10% (9/92) agreed with the statement and 3% (3) had a neutral opinion. The practice of teaching values during curriculum instructions by teachers was disagreed upon by 71% (65/92) respondents, whereas 22% (20/92) agreed with the statement and 8% (7/92) were undecided. Slightly more than half of the respondents, 61% (56/92) agreed that teachers’ ability to exercise their responsibility and authority in disciplining errored students has lessened over time whereas 30% (28/92) were in disagreement with the statement and 9% (8/92) were undecided.

Based on the above findings, it is evident that the majority of respondents representing 95% (87/92) agreed that mentorship programs in schools are overtaken by the competitive academic programs. This suggests that emphasis is made on examinations at the expense of students’ character formation. The finding relates to Wamahiu (2017) finding on the existence of a culture of high mean scores,
competitive examination and ranking of academic results as the principle focus in most public schools. This culture pressurizes Kenyan teachers and drifts them away from teaching values that support development of students’ self-management skills and coping strategies for healthy and productive lives. It is essential to note that putting focus on academic performance and excellence only risks students’ acquisition of soft skills and values which are essential in social and career progress.

In addition, 71% (65/92) of the respondents disagreed with the assertion that teachers teach values during curriculum instruction. Although a few of the respondents (22%) were in agreement, the implication is that pressure of syllabus coverage and production of good KCSE results hinder teachers from teaching values during instruction. Consequently, students’ character formation is not effectively done. Coupled with this finding is the general disagreement by 66% (61/92) respondents who felt that teachers did not have enough time to impart values during formal curriculum instruction instead, they focused on the cognitive syllabus coverage and completion of workload. Only about a quarter of the respondents agreed to the statement.

Students’ character development is hinged on values education. The findings are supported by Wamahiu (2015) as cited by Wamahiu (2019) who found out that more than 90% of the respondents agreed that teaching values in school was not part of their responsibility. Moreover, Wamahiu (2019) explained that the lack of sufficient time for values education resulted in teachers spending specifically allocated time for values education on examinable subjects. Although a small percentage of teachers taught values in their respective schools, the majority did not. Hence,
formation of students’ character with regard to values education was not given much prominence. Moreover, one of the FGD student agreed with the findings stating that:

*Teachers can teach values to us if they do not have too much pressure in producing the best grades at the end of the year. Because of that, they do not teach values but academics take over the aspects of values.* (S1)

Further, the findings were supported by one of the guidance and counselling teacher’s in-charge who stated that:

*Programs such as Life Skills, Guidance & Counselling, and School Families that our school has established to help impart values are not frequent because time is limited. Sometimes we do academic work in place of these programs…. When we offer counselling sessions to students, the emphasis is mainly directed to academic performance* (T1)

The above findings imply that values-based education inculcation programs are embedded in the curriculum. Such programs include Life Skills lessons and Guidance and Counselling among others. However, because of the focus on academic performance, teachers generally did not employ the practices to teach values in most public secondary schools. It seems vital for teachers to understand the importance of these programs and the need to implement them as part of the curriculum because implementing them would bear positive effects on students’ character and personalities as well as academic excellence. The findings apparently pointed to the reasons for the rising indiscipline issues among students in many schools as students character development whose ingredients are mainly values is left out.

85
Subsequently, another significant finding from this study was that teachers are good role models to students as 87% (80/92) respondents disagreed with the statement that teachers were not good role models. This is significant as teachers were seen to meet the expectation of exhibiting good examples to students. By being role models to students, students expressed more trust for teachers than their counterpart parents. This closely resonated with Bashir, Bajwa & Rana (2014) whose findings showed that ideal teachers were good role models and that they manifested certain behaviours such as friendliness, joyful service, dedication, honesty and appropriate grooming (not wearing jeans) and therefore students trusted them. It is imperative that teachers are primarily becoming principal agents of the process of socialization as they spend most part of their lives with learners. However, it must be understood that teachers only play a secondary role in the development of learners but not a primary role (Bronfenbrenner, 1979). Further, this assertion was supported by one of the FGD students who noted that teachers are role models in schools and are seen as parents due to their listening abilities and challenging address to the students.

*Teachers are our immediate role models. Some of them have qualities that we would like to imitate that can make us better students. They do their best to mentor, to help us to be good and are most of the time more than our parents because we have them always and they try to listen to us.... (S3)*

Nevertheless, the finding on whether the teachers’ ability to exercise their responsibility and authority in disciplining erring students had lessened in public schools was agreed upon by 58% of the respondents. The results are supported by Segalo and Rambuda (2018) whose findings on some selected South African public schools showed that teachers were not sure about disciplining students particularly
when it came to human rights principles that were charted in the Republic of South Africa constitution and South African Education Act of 2000 respectively.

In addition, the findings concurred with Ravinder (2016) who felt that the Children Act in India allowed learners to control schools and terrorize those who are expected to educate them. Ndeto (2013) also concurs with the findings stating that most teachers in Kangundo, Machakos felt humiliated by learners in front of other students. This humiliation barred teachers to discipline students. Lastly, the confirmation of these findings was evident in Kisii High School where a form three student stabbed two teachers with a knife rendering them unconscious and publicly bragging that he punished the teachers after refusing to bow to the punishment given to him for late coming (Abuga, 2021).

The findings in figure 4.4 reveal that the teachers’ use of values-based educational inculcation practices greatly influence character development in learners. Pala (2011) notes that well educated persons are not only defined by how they think but also by how they feel and behave when faced by challenging experiences in life. From the reviewed literature, there seems to be a universal agreement by various authors and researchers that values play a major role in the formation and development of character in learners.

4.5 Role of guidance and counselling program in student’s character

The third objective aimed at assessing the role of guidance and counselling programs in students’ character development in public secondary schools in Nairobi County. The assessment identified aspects of G&C such as participation of parents
in G&C through offering Mentorship programs to students, the effectiveness of the program, professional preparedness of G&C teachers, and whether G&C teachers had reduced workload to enable them to provide adequate services to learners. To determine these, qualitative data were obtained using interview schedules for the deputy principals, guidance, and counselling teachers in charge and form three parents class representatives. In addition, focused Group Discussion (FGD) results were obtained from form three students. Subsequently, quantitative data was collected from school principals and form-three class teachers.

To address this objective, both the principals and form three class teachers were asked to rate their opinions of various statements about guidance and counselling programs that influence students' character development in their schools. A Likert-type scale of 5 – points, namely: Strongly Disagree, Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA), was used. The obtained data is presented in figure 4.5.
The findings in figure 4.5 indicate that more than half of respondents, 57% (54/92), disagreed that schools invite parents to give Mentorship programs on students' character development. In comparison, 30% (28/92) agreed with the statement, and 11% (10/92) had a neutral opinion. In addition, 83% (76/92) of the respondents were in disagreement with the statement that schools have practical guidance and counselling program, while 5% (5/92) agreed with the statement and 12% (11/92) had a neutral opinion.

Further, 57% (52/92) respondents were in disagreement that the core values of the schools are embedded in the guidance and counselling program, while 41% (38/92) agreed with the statement and 2% (2/92) had a neutral opinion. Moreover, 59% (54/92) agreed with the statement that guidance and counselling services are given
to students only when there are discipline issues in schools, while 39% (36/92) disagreed and 2% (2/92) were undecided. On assessing whether the guidance and counselling teacher-in-charge is professionally prepared, the majority of the respondents, 65% (60/92), disagreed with the statement while 30% (28/92) agreed and 4% (4/92) had a neutral opinion. It was found that 71% (65/92) disagreed that guidance and counselling teacher-in-charge is exempted from teaching responsibilities in different school settings, while 18% (20/92) agreed and 10% (9/92) had a neutral opinion.

The first key finding under this section was that 83% of the respondents disagreed that their schools have effective Guidance and Counselling Programs. This finding implies that Guidance and Counselling programs in schools are clearly defined on paper but are not effective enough to contribute to students' character as intended. The program was also weak as its embedded programs, such as Life Skills, School Families, among others, had been overtaken by the practice of teaching for exams. The finding relates to Akanga (2014) who revealed that guidance and counselling failed to achieve its intended goals because both human and material resources were inadequate in schools regarding teacher preparedness and availability of support materials. The findings further correspond to Wycliffe (2016), whose findings show that the failure of guidance and counselling program in achieving its goals was evident and was occasioned by lack of qualified human resources to spearhead the program and insufficient material resources in the sampled schools.
The preparedness of the guidance and counselling teachers in charge was also assessed, and 65% (60/92) of the respondents disagreed, stating that teachers were not professionally prepared. This implies that although the guidance and counselling departments in public secondary schools had been assigned teachers to spearhead the program, most of them lacked the requisite skills to handle students’ issues. This lack of preparation implied that students’ character development was not effective. Zurqoni et al. (2018) findings concur with the results of this findings, where few teachers were found to have the professional capacity for character development in schools.

On interviewing some guidance and counselling teachers, their assertions seemed to support the above finding as they only received training from church workshops and seminars that they individually funded. This concurred with findings of Wambu & Wickman (2016), which revealed that schools continued to appoint teachers with inadequate training to positions of guidance and counselling. When asked whether the teacher-in-charge of guidance and counselling received any training on or in the job, the teacher-in-charge replied that:

"I was appointed to the office more than four years ago and what I depend on is the elective subject I studied during my undergraduate studies. I have not received any professional training. As a result, there are many times when I have not been able to handle some students' issues, so I refer them to professional counsellors who offer services at a fee. Most parents cannot afford such fees so students do not get professional help. If I were professionally trained, I would know what programs to put in place to help students. I would also assist students more by guiding them in solving many issues that are facing them today. (GC10)"
Further, the researcher wanted to find out whether guidance and counselling teachers in charge had less workload, upon which 65% of respondents disagreed with the claim, with 18% of respondents in agreement. This implies that students' character development as far as guidance and counselling program was concerned was not adequately executed. The qualitative data from both FGD students and G&C teachers in charge supported the findings. Quoting three of the respondents in the interview:

Irresponsible sex and early sexual activity among learners coupled with drug and alcohol abuse are rising and worrying.... One of the biggest challenges that I face is that I teach English and Literature, which has more work than any other subject because I have to mark many exercise books. The school has three streams with three English teachers. I have to meet the T-PADS requirements and academic excellence of my students...so most of the time, I plan to meet only students with issues during my free time, which sometimes drains me psychologically because of fatigue. I do not have time to rest. This can lead to emotional burnout.... (T4)

Guidance and counselling programs are supposed to help us deal with challenging issues that we face at home and out there, especially drugs, alcohol abuse, absent parents, relationships and many others. Through it, we can learn how to respect ourselves and others. Still, teachers lack enough time because they must also meet our academic needs. Sometimes we plan a session with the teacher, but usually in the evening when she is walking home or very tired. This way, not a lot is done... (S3)

G & C is supposed to help us to deal with challenges we face at home. It can helps us understand ourselves, but the teacher is busy with formal programs of the school and the only time she meets us is during her free time like lunch or in the evening when she is already tired. Other times she plans to meet us in the evening when she is walking home and there is no privacy there. (S1)
Guidance and counselling programs have an integral role in schools as it aids in developing appropriate values and moral competences in learners while supporting them as they deal with teenage emerging issues. However, even though the ministry of education recognizes guidance and counselling as one of the measures towards building students’ character in schools, the program seemed ineffective in its mandated role.

4.6 Role of Parental involvement in Student’s Character

This section addressed the fourth study objective, which assessed the role of parental involvement in students' character development. Areas of parental involvement that were key to the study were: the involvement of parents through monitoring their children to ensure ongoing character formation, whether parents play an active role in their children's character development in schools, whether parents give adequate time to their children to instil and model discipline and values, whether there is a strong teacher-parent collaboration in students character development, whether parents support efforts by teachers in reinforcing students character development, and finally whether schools create programs that involve parents in the character development of students.

To find out the impact of these levels of parental involvement, qualitative data was obtained using interview schedules from the deputy principals, guidance, and counselling teachers in charge and form three parents' representatives. In addition, focused Group Discussion (FDG) questions were given to form three students. On the other hand, quantitative data was gathered using questionnaires for the principals and form three class teachers. The findings are as shown in figure 4.9.
The findings in figure 4.6 indicate that a large majority of the respondents 57% (52/92) respondents disagreed with the statement that parents/guardians visit the school to monitor their children's character development, whereas 33% (30/92) agreed with the statement and 11% (10) had a neutral opinion. In addition, the majority of respondents, 92% (85/92), indicated in a high disagreement that parents play an active role in their children's character development, while 8% (7/92) agreed with the statement. Moreover, 85% (78/92) of the respondents disagreed with the statement that parents give adequate time to their children in teaching and modeling values, while 9% (8/92) agreed with the statement and 7% (6/92) were undecided.
Further, 59% (54/92) disagreed that there is a strong teacher-parent collaboration in students' character development, whereas 9% (8/92) were uncertain and 33% (30/92) agreed. Among the study respondents, 70% (64/92) disagreed that parents support efforts made by teachers in reinforcing students’ character development, while 26% (24/92) agreed with the statement, and 4% (4/92) were uncertain. On assessing the efforts of schools to promote parental involvement, the majority of the respondents, 59% (54/92), disagreed that the schools create programs that involve parents in the character development of students, whereas 33% (30/92) agreed with the statement and 9% (8/92) were uncertain.

The first significant finding of the study under this section showed that 92% of the respondents highly disagreed that parents play an active role in their students’ character development. This implies that in most instances, the formation of students' character, which requires parents to be in the front line, does not happen as intended because they have relegated their roles to the teachers who are very busy with formal curriculum delivery and good academic performance.

Secondly, 85% (78/92) of the respondents disagreed with the statement that parents give quality and adequate time to their children to model and teach values. The implication to this finding is that children might seek help from other sources which may not be censored, particularly media, hence influencing their choices and conduct negatively. This finding is supported by Segalo & Rambuda (2018) whose finding highlighted a prevailing absence of students’ parents at home that resulted in inadequate values education.
Qualitative data showed that parents have limited time with their children because of the demands and changes of modernity and career requirements. As a result, they leave the responsibilities of parenting to teachers whom they feel have a national obligation to teach and parent their children. Professor Magoha, the current education minister's statement, seemed to reflect the above finding as he was quoted blaming parents for the rising indiscipline cases across the schools in the country. The Professor added that parents tolerate their ill-mannered children and fail to nurture them well.

“There is something called tough love. Our current parents do not give even one percent of tough love. They give stupid love. Currently, our parents are not listening. It’s a societal problem. We treat them as eggs and force them on principals in schools....” (Mbati, January 2021)

Moreover, quoting three of the interviewees and the Focused Group Discussion respondents:

The root of everything good or bad is the home environment and the immediate neighbourhood of the child. Children learn values at home. However, the modern society and its demands for survival has pushed the parents away from their children so who teaches these values? Some parents believe that teachers will teach and parent learners altogether, but the teacher only does their part. Dysfunctional and absent parents can cost a child's self-esteem, leading to many adverse effects in a child's life. We have witnessed children in social media dancing with their counterpart boys in weird styles, but unfortunately, their parents are not aware until they are sometimes told. Sometimes when they are told, they react, stating that their child is being falsely accused.... (GC4)
Our parents don’t spare their time from being busy with their businesses. Their help as far as our growing up is concerned is minimal – paying school fees and providing our food. We miss our time together; when they are not with us, we need someone to listen and understand our problems but they are not there. Sometimes we become depressed, and we do bad things which eventually become habits…. (S3)

It is unfortunate that we parents cannot have adequate time with our children as we would wish. I am expected to report to my place of work at 8.00 a.m. and leave the workplace at 5.00 p.m. This means then I leave home earlier than 6.00 a.m; to avoid traffic jams and to be able to report to work in time. Usually, my children are still asleep then, and by the time I come back home, they are sleeping. This is a hustle we cannot avoid. I love my children, but I have to work to cater to their needs. I know they are missing something that might affect them tomorrow…. (P2)

Our school is surrounded by a community that is not very supportive, especially regarding drugs and alcohol abuse. Recently, we invited all fathers to come to school and speak to the boys. It was discouraging as some of the parents arrived at the meeting late and drug and were unable to participate in the meeting. Boys whose parents came drug felt ashamed, and their esteem lowered. (GC8)

Failure to give children proper parental guidance and values education can hinder students' character development because parents are the primary values educators. Although the role of parents is clearly stated in the constitution of Kenya 2010 and other policy documents, the parental involvement gap in the growth and development of children in terms of values-education continues to widen because of career and job requirements. Learners are left without proper parental care and
guidance. Consequently, learners seek help from other sources, which could endanger their lives.

A conducive and caring environment for values education requires the creation of quality time where parents can interact with their children, engage with them, listen to them, teach values and guide them through various aspects of life. Unfortunately, parents, because of their career and job requirements, have somewhat interfered with this essential role. The findings indicated a dwindling relationship between parents and children both at schools and at home which quite often leaves children with no option but exposure to external sources of information that guide their choices and influence their behaviour negatively. To bridge this widening gap, some interview respondents shared that:

*Parents have a very active role in their children’s character development right from the time they are born. The child sees the parent first before anybody else does. What is clear today and in our modern society is that this role is dwindling as the parents are expecting more from us teachers than from themselves. Parents want us, teachers, to perform their roles as much as we are doing ours but it is not possible because theirs is primary and ours is secondary.… (GC12)*

It is expected that parents and other adults must first practice whatever they would like their children to do and follow. Therefore, parents and guardians should realize this widening gap and its immediate and future consequences on their children's character and rise to bridge it.
Another significant finding indicated that 70% of respondents felt that parents do not support efforts made by teachers in reinforcing students' character development. This finding is similar to the assertion by Ryan, (2001) who argues that imparting acceptable values in learners is a collaborative effort where the parents and the school community play a critical role. Moreover, the finding related to Segalo & Rambuda (2019) whose finding revealed a weak relationship between teachers and parents, especially in how parents and teachers collaborated in values education. Parents need to realize that whatever students learn from schools should pull through to the families to continue learning and practising and then back to schools.

4.7 **Student Character Development**

This section entails the information on the dependent variable. The study assessed the measures on students' character development using a variety of aspects. The respondents gave their level of agreement or disagreement with the statements on students' character development as illustrated in the figure 4.7.
The findings on figure 4.7 show that a large majority of the respondents disagreed with the statement that students’ sense of responsibility has increased substantially. Similarly, a majority of the respondents disagreed with the statement that the students are now more disciplined. Although a large majority of the respondents disagreed with the statement that students’ respect towards others has been on an increasing trend some significant number strongly agreed with the statement. Further, more than half of the respondents disagreed with the statement that the students' ability to take care of themselves has improved overtime. Moreover, majority of the respondents strongly disagreement with the statement that the students’ ability to tolerate others has increased with a small minority agreeing to the
statement. Finally, a large majority of the respondents disagreed with the statement that students' ability to take care of school property had increased.

The findings revealed an existing problem of students' character development in most public secondary schools in Nairobi City County. These findings imply that although a few public schools agreed that students' character development programs were effective, there was an existing gap that needed to be addressed through values-based educational inculcation programs in schools.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter provides a summary of the research findings, conclusions that were drawn from the findings and recommendations based on the influence of values-based educational inculcation practices on students’ character development in public schools in Nairobi County.

5.2 Summary
This study aimed to establish the values-based educational inculcation practices and their influence on students' character development public schools in Nairobi County. The areas of focus in pursuit of values-based educational inculcation practices were the role of school culture and climate; the teachers' use of values-based educational inculcation practices, the role of guidance and counselling programs and the role of parental involvement in students' character development with a view to assessing whether values are imparted in learners in public secondary schools in Nairobi County to form students’ character.

5.2.1 Role of school culture and climate in students’ character
The study's first objective sought to assess the role of school culture and climate in students' character development in public schools in Nairobi County. Aspects of school culture and climate included the creation of a safe and growth-enabling environment, rules and regulations, core values, vision and mission of the schools. To begin with, the majority of the respondents for both quantitative and qualitative data revealed that they do not experience safety in their respective schools. Safety
is one of the most important needs and an indicator of positive school culture in learning institutions. Safety is also an indication that values of respect, responsibility and tolerance are imparted and practised among learners. However, the research findings showed that most public schools in Nairobi County have experiences of an unsafe environment. Some of the reasons for insecurity as identified by qualitative data included availability of drugs within and around the school communities which ease their way into schools. As a result, students were not able to respect and take personal responsibility to protect themselves, others and the school property.

Secondly, the majority of the respondents felt that both classroom and school rules and regulations coupled with their consequences were not made clear to all students. Rules and regulations are imperative in every institution as they carry the moral life of an institution. They define the climate and the culture of the institution and as such, add to the formation of students’ character. Therefore, it is important to ensure that rules and regulations are not only given to learners on admission but they are also taught and students helped to understand their importance in their lives. Students should also be made aware and be reminded more often of the consequences leading to the breach of these rules. When this clarity and understanding is not done on a frequent basis, students may devise other inefficient ways of dealing with their problems, such as drugs and substance abuse. Apart from having rules and regulations, policies and procedures that guide action and behaviour in learning institutions, it is paramount that these rules and regulations carry with them the school’s core values.
Thirdly majority of respondents identified with a lack of commitment to values education in their schools. There seems to be little space for values education in most public schools in Nairobi County. Most schools continue to leave little room for values education and instead emphasize the cognitive development of students. This explains why the majority of the interviewees and FGD students revealed that examinable subjects such as Mathematics, English, Physics and others were taught during Life Skills and Physical Education lessons.

Lastly, the research findings revealed that only in rare instances are students allowed to participate in decisions that support their ongoing character development. When this happens, students deviate from acceptable conduct because they experience unfairness. Consequently, students may not conform to such decisions and this has an implication on their character development.

Strengthening school culture and climate through values education is inevitable, especially now in schools as the rise of social crimes outside the schools continues. A positive school culture influences students’ character development as it ensures a healthy collaborative interface among teachers and the school community. This, in turn, leads to the creation of a favourable and safe environment for the all-round formation of students. Well-guided and formed students will experience safety and make well-informed decisions that affect them and other people. Moreover, students will endure and reliably discriminate between external and internal influences that may lead them otherwise. Hence, minimizing indiscipline in schools, at homes and in the larger society.
5.2.2 Teachers’ inculcation of values for students’ character

The second study objective was aimed at determining the extent to which teachers use values-based educational inculcation practices for students' character development in public secondary schools in Nairobi County. From the study findings, it was evident that the established programs that teachers are supposed to use to impart values in learners are not effectively done as their time is taken up by academic work. This finding supports the reason for the rising indiscipline cases in schools and the general decay of moral values in society. On the other hand, teachers were found by more than three-quarters of the respondents to be good role models to students. As a result, the FGD students expressed trust in their teachers.

Another key finding on the inculcation of values by teachers was that more than half of the respondents felt that teachers' ability to exercise their responsibility and authority in disciplining students involved in indiscipline had lessened. Nevertheless, it is evident from the findings that teachers have tried to be good role models to students in public schools in Nairobi County. However, the practice of being good role models is one among many other values-based educational inculcation practices. Sadly, most of these practices, such as teaching values through curriculum instructions and character education programs such as Life Skills Education, Guidance and Counselling, and Physical Education, are not effectively done. Instead, academic demands and requirements have overtaken such programs. The result is the production of students who mainly use cognitive skills in dealing with emerging and external influences rather than integrating values in handling such issues.
5.2.3 Role of guidance and counselling in students’ character development

The third objective sought to assess the role of guidance and counselling programs in students' character development in public schools in Nairobi County. It was evident that schools had not strengthened guidance and counselling programs by making it official as a school program and having a guidance and counselling teacher who is professionally prepared and exempted from teaching responsibilities. As a result, guidance and counselling was found to be wanting as it did not effectively meet the needs of students as initially envisioned.

The effectiveness of any program is seen through the lenses of the achievement of goals and objectives for which it was intended to accomplish. This is determined by adequate human resources who are professionally trained and the availability of material resources.

Although the ministry of education recognizes guidance and counselling as one of the measures to curb indiscipline and promote values in schools, its practice is inconsequential as far as students' character development is concerned.

5.2.4 Parental involvement in students’ character development

The fourth research objective sought to find out the role of parental participation in values-based educational inculcation practices on students' character development in public schools in Nairobi County. The findings revealed that most parents did not allow adequate time to their children to teach, guide and model values.
Parents/Guardians have not fully monitored their children’s character development through teacher-parent collaboration and therefore have not played an active role in teaching and modelling values. In addition, parental support on efforts made by teachers in reinforcing students’ character development is not made possible through frequenting school programs that involve parents and ensuring that the values learned in schools are reinforced at home.

Parents are believed and known to be children's first teachers, first role models, and first socialization agents in values, attitudes, skills and knowledge. A child's behaviour is usually used to measure the way their parents behave. Parental involvement in children's character development starts at home. The parents provide a healthy, supportive, and safe environment that shapes a child's behavior by imparting moral values. Raising positively behaved and reliable children requires an investment of a substantial amount of quality time with children. Although most parents are unable to be fully available and engaged in their children, parents should always try every subtle opportunity after work to check on the welfare of their children. Such ways as checking on their children immediately after arrival from work, spending quality time during off days, weekends, or during leave can mean a lot to children.

Finally, it is essential to state that values education cannot entirely be left on the teachers and schools. There is an urgent need for a collaborative workforce that involves parents, guardians and the schools' neighbouring communities to define elements of character development that they would wish to feature in schools. This partnership will ensure a shared understanding among parents, teachers and other
adults, especially on values to be taught and reinforced in schools and at homes. Epstein (2009) Emeagwali, (2009), as cited by Varia (2017), argue that parental involvement is very effective when viewed as a mutual partnership between parents and teachers. Most importantly, parents and teachers' roles are very different from each other. According to Bronfenbrenner's theory, while parents play a primary role at the microsystem layer, teachers play a secondary role at the mesosystem layer. These roles must be woven together to produce the desired results in students; the production of youth with admirable and acceptable character traits.

5.3 Conclusion of the Findings

This research set out to find out the role of values-based educational inculcation practices of students’ character development in public schools in Nairobi County. Conclusions are based on the objectives of the study.

To begin with the study concludes that school culture and climate contribute to students' character development immensely. However, school culture and climate was not clearly understood and implemented as one of the ways of building students’ character. The study concludes that there were minimal avenues for values education in the participating schools which were not sufficient to develop students’ character. The majority of the respondents disagreed that their schools were committed to values education. They also did not have effective character education programs put in placed, and that the rules and regulations were not clearly defined and their consequences explained to students. Further, students rarely participated in decisions that informed their ongoing character development and did not conform to the rules and regulations at the classroom and school levels. As a result, students
engaged in anti-social conduct such as drugs and substance abuse, which contributed to most schools not being safe and secure for both teachers and learners. The schools’ commitment to values education and character development programs enhances the character development of students. This is also made possible through rules already written down and the school's core values constantly made clear through ongoing instruction and practice.

Further, the study concludes that the findings on the teachers' use of values-based educational inculcation practices develop students' character in public secondary schools in Nairobi City County was wanting. Although the majority of the respondents revealed that teachers were seen by many as recommendable good role models to learners, other values-based practices such as students' mentorship programs, the teaching of values during the formal curriculum, and adequate time to impart values were not practised. Such practices were overtaken by academic works that pressurized teachers to focus most on learners' cognitive development only. According to the majority of the respondents, the results were the production of students who were unable to take responsibility without teachers' supervision. Thus, the teachers and parents/guardians actively teach and model values that enhance students' character development.

The necessity of parental involvement in the character development of students needs strengthening by the school’s leadership through developmental workshops and seminars where parents can be empowered to engage with their children and reinforce values that their children acquire from teachers (Gulati & Pant (2017).
Moreover, on the role of guidance and counselling programs in students’ character development, the study concludes that the program was not as effective as it was intended. The study established that although guidance and counselling programs in most schools had a link with the principals' offices and that the services were available to students with issues in the schools, the program had many gaps that resulted in its ineffectiveness. Therefore, the study concludes that guidance and counselling programs be made effective in meeting the varied needs of the students by ensuring that the teachers in-charge are adequately and professionally empowered with right skills and that those in-charge have reduced workload to give effective and professional services to learners for students’ character development in schools.

In addition, after looking into the findings on the role of parental involvement in students' character development in public schools in Nairobi County, the study resolved that the primary roles of parents in their children’s all-round development was dwindling. According to the study, some of the reasons for a dwindling parental involvement were: parents did not visit schools to find out how their children were fairing as far as character education and formation were concerned; parents did not have constant mutual interaction with their children at home that is essential for their development; that cooperation and interactive connections between teachers and parents on character education of students were missing and parents' failure to support teachers' efforts in reinforcing students character development. Therefore, the majority of the respondents recommended that parents
play their primary role in the all-round development of their children and mentor their children by teaching values, offering advice, guidance, care, and support.

The findings, therefore, conclude that the influence of values-based educational inculcation practices on student’s character development in public secondary schools in Nairobi County is significant. Consequently, all education stakeholders need collective participation to support the students’ character development in schools and at home.

5.4 Recommendations of the Study

First, school principals in Nairobi County should monitor and evaluate values-education programs to ensure that they are effectively implemented as far as their role in students’ character development is concerned. In collaboration with the ministry of education, the principal should strengthen the program by setting clear goals and ensuring ongoing in-service training of teachers. In partnership with the parents and school communities, the principals should warrant that core values are created collaboratively and permeated through tasks and activities of the schools and in the relationships among different stakeholders. Eventually, this collaboration would ensure the psychological, emotional, social and physical safety of all stakeholders.

Secondly, the principals should ensure that school rules and regulations are not only written and given to students on admission but are taught and consequences of breach explained to students as often as possible by establishing values-education programs. The principal should inform parents of the consequences of violating
these rules by their children for parents to increase their awareness and responsibility in reinforcing values at home.

Teachers embrace the culture of "drill-to-pass the exams" and are chiefly appraised countrywide by what they produce in terms of grades and ranking of schools. Through the ministry of education and the Teacher Service Commission, the government should support values-education in schools as an alternative method of curbing indiscipline by monitoring its implementation in schools to ensure efficacy while supporting good academic performance. The ministry of education should also deduce methods of evaluating students in terms of values' acquisition to balance academics and the formation of learners.

Through the Teachers Service Commission, the Ministry of Education should exclusively deploy professional Guidance and Counseling personnel who are not teachers to reduce burnouts and establish G & C working programs in schools. This would ensure the strengthened ongoing formation of learners and increased openness and confidence in learners in sharing their issues.

Parents and guardians should create quality time with their children and ensure a conducive environment for values education at home. They should also be actively involved in forming their children at home and schools by connecting with their children and teachers to monitor character formation progress.
The school principals should strengthen and establish parent-teachers’ sessions that incorporate and enhance values-education in learners through on-the-job training workshops and meetings. Such seminars and workshops may also empower teachers and parents on the ways forward to dealing with the 21st-century youth's problems and deduce ways of making up for such issues at homes and schools. Through such meetings, both teachers and parents may identify values they desire to see in students and develop effective and liable strategies for transmitting them at home and in schools. By working together, positive character formation loopholes will be established and addressed effectively. This is because the Kenyan child seems to be left alone at the expense of their prey; media and the internet, which often endorse values that contradict moral values.

It is equally important for the school principals through their leadership role to support and encourage teamwork among teachers, parents, counsellors, school community and other school personnel in integrating character education and values education programs because such programs have proved to be very beneficial to students but most importantly to schools that continue to struggle with indiscipline issues. All educators should clearly understand the impact that character education programs can have on learners especially because of pressures students are facing today due to social media platforms that elicit confusion among teens about ethics and what options they may need to take.
5.5 Suggestions for Further Research

Further studies should be done on the other factors that influence the students' character development, such as social media, parental styles, and religious and political leaders among other factors. Secondly, since the study was limited to public schools in Nairobi County, future researchers may expand the study to private schools, other counties, and higher institutions of learning to assess the factors of character development. In addition, a comparative study can be done between private and public schools to check the differences in students' character development. Further, similar research can be done using a larger sample within Nairobi County.
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APPENDICES

APPENDIX I: RESEARCHER’S INTRODUCTION LETTER

Kenyatta University
School of Education
P. O. Box 43844
Nairobi

The Principal

Dear Sir/Madam,

REF: REQUEST TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a postgraduate student at Kenyatta University. I am pursuing a Master’s Degree in Education Administration. My research topic is on the Influence of Values-Based Educational Management Practices on Students’ Character Development in Nairobi City County. Your school is among the 48 sampled schools in the county.

I wish to request for your permission to collect data from you, your deputy, form three class teachers, guidance and counselling teacher in-charge, form three parents’ representative and form three students. All data gathered will be treated with utmost confidentiality and anonymity and the findings will only be used for academic purposes only.

Your generous assistance will be greatly appreciated.

Yours faithfully,

Nzesu Lucy Mueni.
APPENDIX IIA: INTERVIEW SCHEDULE FOR DEPUTY PRINCIPAL

Introduction

This study investigates into the influence of values-based educational inculcation practices on students’ character development in public secondary schools in Nairobi County. Your school has been selected for the study and your honest response to the interview questions will make it a success. The information provided was highly appreciated and treated with utmost confidentiality and only be used for the sole purpose of this study.

1. Briefly describe the culture and climate of your school? 

2. How do teachers ensure ongoing character development of learners?
   a) Teaching values during curriculum instructions
   b) Creating conducive classroom environment for learning
   c) Being good role models
   d) Ensuring the culture and climate of the school is maintained at all times
   e) Other 

3. What best values-based inculcation programs or practices does the school use to ensure students’ on-going development in your school?
   a) Mentorship programs by teachers
   b) Mentorship programs by parents
   c) Guidance and counseling
   d) Schools organized groups
   e) Life skills
   f) Other 

136
4. What role does G&C program play in on-going students’ character development?

5. What determines the frequency of guidance and counseling sessions for learners?
   a) Given when there are issues with students
   b) Given always
   c) When learners request for it
   d) When teachers request for it
   e) When parents request for it

6. In what ways do parents support the on-going character development of their children’s character development?
   a) Creating time to listen and guide children at home and in school
   b) Supporting efforts by teachers for students’ character development
   c) Being good role models to learners
   d) Creating caring and conducive environment at home and in school
APPENDIX II B: INTERVIEW SCHEDULE FOR THE DEPUTY PRINCIPAL

Introduction

This study investigates into the influence of values-based educational inculcation practices on students’ character development in public secondary schools in Nairobi County. Your school has been selected for the study and your honest response to the interview questions will make it a success. The information provided was highly appreciated and treated with utmost confidentiality and only be used for the sole purpose of this study.

1. Briefly describe the culture and climate of your school? ________________

2. How do teachers ensure ongoing character development of learners?
   
   f) Teaching values during curriculum instructions
   
   g) Creating conducive classroom environment for learning
   
   h) Being good role models
   
   i) Ensuring the culture and climate of the school is maintained at all times
   
   j) Other __________________________

3. What best values-based inculcation programs or practices does the school use to ensure students’ on-going development in your school?
   
   g) Mentorship programs by teachers
   
   h) Mentorship programs by parents
   
   i) Guidance and counseling
   
   j) Schools organized groups
   
   k) Life skills
   
   l) Other __________________________
4. What role does G&C program play in on-going students’ character development?

5. What determines the frequency of guidance and counseling sessions for learners?
   f) Given when there are issues with students
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6. In what ways do parents support the on-going character development of their children’s character development?
   e) Creating time to listen and guide children at home and in school
   f) Supporting efforts by teachers for students’ character development
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APPENDIX III C: INTERVIEW SCHEDULE FOR FORM THREE CLASS REPRESENTATIVES

This study seeks to determine the influence of values-based educational management practices on students’ character development in public secondary schools in Nairobi County. Your school has been selected for the study and your honest response to the interview questions will make it a success. The information provided was highly appreciated and treated with utmost confidentiality and only be used for the sole purpose of this study.

1. Briefly describe the students’ character in your school (are there specific cases of indiscipline? __________________________

2. How do teachers ensure ongoing character development of learners?
   a) Teaching values during curriculum instructions
   b) Creating conducive classroom environment for learning
   c) Being good role models
   d) Ensuring school’s ethics and culture are maintained at all times
   e) Other __________________________

3. What best management programs or practices does the school use to ensure students’ on-going students’ character development in your school?
   a) Mentorship programs by teachers
   b) Mentorship programs by parents
   c) Guidance and counseling
   d) Schools organized groups
   e) Life skills
   f) Other __________________________
4. What role does G&C program play in on-going students’ character development?

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   a) Creating time to listen and guide children at home and in school
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The Focused Group Discussion (FDG) investigates the influence of values based educational inculcation practices on students’ character development in public secondary schools in Nairobi County. Kindly respond to the questions by freely sharing your ideas, thoughts and opinions during the discussion. The information provided was highly appreciated and treated with utmost confidentiality and only be used for the sole purpose of this study.

1. What age category do you belong to [10 – 15] [15 – 20]
2. Describe some particular programs through which values are imparted in learners in your school? In what ways does the school help learners to acquire values?
3. State your school’s core values, mission and vision statements.
4. To what extent are parents, involved in these programs?
5. Guidance and counseling should be abolished in public secondary schools. Discuss.
6. Parents have a big role in the character development of children. Discuss
7. Would you say that there is a need for values education in school? If so, what suggestions can you make regarding character development in your school?
APPENDIX VA: QUESTIONNAIRE FOR THE PRINCIPALS

Introduction

This study seeks to investigate into the values-based educational inculcation practices and their influence on students’ character development in public secondary schools in Nairobi City County. Your school has been selected for the study and your honest response to this questionnaire will make this study a success. The information provided will be highly appreciated and treated with utmost confidentiality and only be used for the sole purpose of this study.

SECTION A: BACKGROUND INFORMATION

(Please (✓) Tick appropriately)

1. Professional qualification
   - Post Graduate [ ]
   - Undergraduate [ ]
   - Diploma [ ]

2. Years of experience as a [principal]
   - Above 15 years [ ]
   - 11-15 years [ ]
   - 6-10 years [ ]
   - 1-5 years [ ]
SECTION B: THE ROLE OF SCHOOL CULTURE AND CLIMATE

This section is concerned with determining the role of school culture and climate in student’s character development in public secondary schools in Nairobi County. Please mark (×) in the box which best describes your level of agreement or disagreement with the statement. Strength of the statements: Strongly Disagree=1, Disagree = 2, Uncertain=3, Agree=4 and Strongly Agree=5.

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This section is concerned with determining the teachers’ use VBEIPs in student’s character development in public secondary schools in Nairobi City County. Please mark (×) in the box which best describes your level of agreement or disagreement with the statements below. Strength of the statements: Strongly Disagree=1, Disagree = 2, Uncertain=3, Agree=4 and Strongly Agree=5.

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SECTION E: ROLE OF PARENTAL INVOLVEMENT IN STUDENTS’ CHARACTER

This section is concerned with determining the role of Parental involvement in students’ character development in public secondary schools in Nairobi City County.

Please mark (×) in the box which best describes your level of agreement or disagreement with the statements below. The strength of the statements:

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SECTION F: STUDENTS CHARACTER DEVELOPMENT

This section is deals with the students’ character development in public secondary schools in Nairobi City County. Please mark (x) in the box which best describes your level of agreement or disagreement with the statements below. The strength of the statements: Strongly Disagree=1, Disagree = 2, Uncertain=3, Agree=4 and Strongly Agree=5.

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Thank you for your feedback
APPENDIX V B: QUESTIONNAIRE FOR FORM THREE CLASS

TEACHERS

Introduction

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SECTION A: BACKGROUND INFORMATION

(Please (✓) Tick appropriately)

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This section is concerned with determining the role of guidance and counselling program in student’s character development in public secondary schools in Nairobi City County. Please mark (×) in the box which best describes your level of agreement or disagreement with the statement. Strength of the statements:

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<td>4</td>
<td>The students’ ability to take care of themselves has improved.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>The students’ ability to tolerate one another has increased</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The students’ ability to take care of school property has increased</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Thank you for your feedback*
## APPENDIX VI: RESEARCH BUDGET

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>ESTIMATED COST IN KENYA SHILLINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Development</td>
<td>18,000</td>
</tr>
<tr>
<td>Data Collection</td>
<td>30,000</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>21,000</td>
</tr>
<tr>
<td>Transport/Dietary</td>
<td>40,000</td>
</tr>
<tr>
<td>Communication</td>
<td>10,000</td>
</tr>
<tr>
<td>Stationeries</td>
<td>15,000</td>
</tr>
<tr>
<td>Typesetting and Printing</td>
<td>10,000</td>
</tr>
<tr>
<td>Binding</td>
<td>10,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>160,000</strong></td>
</tr>
</tbody>
</table>
KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Internal Memo

FROM: Dean, Graduate School
TO: Ms. Nzesa Lucy Mueni
     C/o Department of Educ. Management,
        Policy & Curriculum Studies

DATE: 30th April, 2019
REF: E55/38353/2016

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

================================================================

This is to inform you that Graduate School Board, at its meeting on 18th April, 2019, approved your Research Proposal for the M.Ed. Degree entitled, “Influence of Value-Based Educational Management Practices on Students’ Character Development in Public Secondary Schools in Nairobi City County, Kenya.

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

JULIA GITU
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Educ. Management, Policy & Curriculum Studies Department

Supervisors:

1. Dr. Hellen Kiende
   Kenyatta University

2. Dr. Ephantus Kaugi
   Kenyatta University
APPENDIX VIII: KENYATTA UNIVERSITY AUTHORIZATION LETTER

TO NACOSTI

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55/38353/2016            DATE: 30th April, 2019

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. NZESA LUCY MUIENI – REG. NO.
E55/38353/16

I write to introduce Ms. Nzesa Lucy Mueni who is a Postgraduate Student of this
University. She is registered for M.Ed. degree programme in the Department of

Ms. Nzesa intends to conduct research for a M.Ed. thesis Proposal entitled,
“Influence of Value-Based Educational Management Practices on Students’
Character Development in Public Secondary Schools in Nairobi City County,
Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL
APPENDIX X: NACOSTI PERMIT