

This study was motivated by a theory on valuing propagated by Raths et al (1966). This theory illustrates explicitly how a teacher can encourage the development of valuing skills in learners by using several methods. This being a theory developed in the western environmental setting, the researcher was challenged to assess its workability in a Kenyan classroom setting. In view of the theory, the researcher formulated broad research questions and a specific research objective of the study as is outlined in chapter one of this thesis. These questions and objectives center on the availability of a teaching skill the Value Clarification Response Skill (VCRS).

Chapter Two reviews literature related to teacher training, the status of Social Education and Ethics in secondary schools. Also a theoretical framework on how to teach valuing effectively is presented.

To achieve the objectives of the study, the researcher trained a Social Education and Ethics teacher on the use of the value clarification response skill (VCRS) in a selected school and observed him in class with the aid of an observation guide. Tests were given to students and interviews undertaken as chapter three illustrates.

The findings of this study, which are presented in Chapter Four, indicate that the VCRS and the valuing process used had a positive impact on the students. The responses of the teacher and students portrayed encouraging results. From these findings it was recommended in Chapter Five that teacher training institutions should make an effort to train SEE teachers to acquire skills of teaching valuing education.

Chapter five also identified areas for further research studies related to this problem. This was necessitated by the fact that this study in itself was limited in many ways. The findings from similar studies in other areas are hoped to shed more light onto the important issues of valuing education in a cosmopolitan society.