Appendix 1

TABLE SHOWING OBSERVED BEHAVIOURS AS DEVELOPED BY TEACHERS

Value	Resultant Practice
Knowledgeable	Able to explain their subject and the values in their respective subjects
Cooperative	Able to help and work harmoniously with other teachers and asks students to support each other; one able to involve all students whether weak or intelligent
Confident	Able to stand for what they think is right under any circumstances,
Respect	Takes discipline seriously and they take appropriate action on students, one whom students in turn obey, a teacher who is able to control their class,
Concern	One who listens to students attentively and helps them to learn
Patient	Accommodates students with various concerns even the slow ones,
Spiritual	Able to guide students and be a moral role model, does not smoke or drink alcohol in front of students, uses proper language, does not insult students
Negative traits	**Resultant Practice**
Aloof	Less caring, conceited, reactive to learners needs
Lazy	Not bothered to make the extract effort required of values education

Appendix 2

GENDER FOCUSED DISCUSSION

Maggie: Good evening gentlemen, it may come as a surprise to you that today I have asked to talk with men only. This is because I want to clarify what I have observed amongst male teachers in schools that are either female only or mixed schools.

I will get straight to the point. I have notice that when you are dealing with your female learners you tend to keep an artificial distance and secondly, the manner in which you address them is different from how you address the male students.

Kedogo: It is not artificial; it is a proper distance, to ensure that we are not liable to be blamed for any sort of misconduct that may arise, such as the accusation of sexual advance.

Maggie: But even though you keep this distance, we still have cases of male teachers having sexual relationships with their female students.

Bodo   People always claim that these relationships are promoted by the male teacher, but some of the girls are the ones who approach the men and advance the relationship.

Kamau   You remember the case of Mr Gitau, the girl was the one who made the advances, but it is Mr Gitau who was finally sent from the school. He is lucky he was not interdicted.

Maggie   The Gitau case sounds unique, what really happened?

Kedogo   It is was unique, …it was even in the daily papers…, you do not know the case because you do not live here. You see, this student was facing a lot of problems at home, and the new curriculum expects all teachers to take on a counselling role… in the process of listening and counselling, the student became infatuated by Mr Gitau…all along this student was looking for a parent figure and the accompanying security…she does not live with the father and she was not emotionally stable at home. One thing led to the next…, but when the axe fell, it was Mr Gitau who suffered.

Maggie   What happened to Mr Gitau?

Kedogo   He lost his job in this school, so when you tell us to be caring to students, we are very conscious, for example, the incident of the teacher on the sports field seems to come though to you as a very unreasonable and maybe uncaring attitude, but to me, and I think I speak for my colleagues, he did what was best - he stopped the game, he made a quick observation of the student, albeit not touching her, and he saw to it that she got treatment from the matron. This to me constitutes caring.

Kamau   You see for female teachers, they can hold the girls without any fear, they therefore are seen in the eyes of the public as more caring,… this is not always true, some of us, are much more caring.

Kedogo   Kamau, even if a female teacher touches a male student, nobody is shocked, it is not consider abuse, but for us males it is different.

Maggie   Please share with me any other incidences you feel curtailed your free will to do what you think is best.

Bodo   In this school, we have a system where every week there is a moral theme and the student that displays the best example in relation to the virtue is selected as winner. Points are given to the winner and this adds to their house points….during my week on duty, I find it difficult to select a female student for the best example; I play it safe by selecting a boy... you know, when you chose a student you have to elaborate the good things that the student did. Thus, I do not want my statements to be misconstrued to mean that I favour so and so… because I like her by the things I say about her… do you know that even the student may mistake what you say about her.

Kamau   Hah! What Bodo is saying is really true, even our own female colleagues are suspicious of anything we do or say about the girls.

Kedogo   For me I like to smoke, but since I am teaching in a religious school, I have to hide anytime I want to smoke. What annoys me is that even when I am not in the school compound, I have to hide when I am smoking. One day a parent reported to the head teacher saying "I saw your teacher smoking like a chimney all over town. What does this say about your leadership?". When the head teacher brought up this issue, it dawned on me that as long as I remained a teacher, my private life will never be private.

Maggie   Why do you address the female students differently?

Kamau   I am not sure, but female students tend to be the "weaker" sex and they also expect some form of special treatment, especially the older ones.

Kedogo   To me, I find that it is much easier to wrong a female student than the males…so my approach will always be different. With the guys, there seems to be a gentleman's agreement or understanding, which allows for students to be equal with their male teachers, you cannot do the same with the female students.

Bodo   It is rare to find a male teacher clashing emotionally with male students on issues of values. The challenges normally surround discipline…there is less demand from male students.

Kedogo   When in a male-only environment, you hardly hear us teachers use some terminologies, like love and care. Instead we use words like justice and fairness…I tell you, when I am dealing with Kamau for example, I never expect love from him, but fairness.

Kamau   There are some values more associated with female teachers than male teachers, Maggie, be honest, you were once a female student, can you remember ever expecting or referring to a male teacher as "loving"?

Maggie   I think I assumed a lot when I was a student and worse still I was never in a mixed school.

Kamau   Hah! Dealing with female students can be a challenge. For example in the social ethics or HIV/AIDS classes, as a male teacher, you cannot have an open discussion at the level you would want, because you fear to offend the ladies.

Maggie   In your training programme, were you exposed to the challenges you face today in promoting values?

Bodo   Not to the level at which we experience it. What I remember is that we were exposed to different discipline methods.

Bibliography

Allard, A., Cooper, M. (2001). Learning to Cooperate: A study of how primary teachers and children construct classroom cultures. *Asia-Pacific journal of Teacher Education*, Vol 29, No 2.

Amundson, K. J. (1991). Teaching Values and Ethics: Problems and Solutions. Arlington, Va.: American Association of School Administrators.

Anderson, E. S. (1991). John Stuart Mill and experiments in living. *Ethics* 102:4-26.

Aristotle (trans. 1962). Nicomachean ethics. New York: Bobbs-Merrill.

Australian Government (2003). Values Education Study: Department of education science and training.

Avalos, B. (2002). Developing Teachers and Teacher practice, How do we do it? London: Routledge.

Ayers, W. (1993). To Teach: The journal of a teacher, New York: Teachers College Press.

Bachus, M. K. (1989). Education, Equity and Cultural Diversity in 'Plural Societies'. *Directions: Journal of Educational Studies.* 11(2): 12-32.

Banks, J. A., and Banks C. A. M. (Eds.) (2003). *Multicultural education: Issues and perspectives* (4th ed.). New York: John Wiley and Sons.

Barrow, R. (1981). The Philosophy of Schooling. Worcester: Billing and Sons Ltd.

Baudrillard, J. (1988). Simulacra and simulation. In M. Poster (ed.). Selected writings. Cambridge, UK: Policy Press.

Bauman, Z. (1992). Intimations of Post Modernity. London: Routledge.

Beller (1986). Education for Character: alternative to values clarification and cognitive moral development curriculum. *The Journal of Education Thought*, Vol 2.20. Number 2.

Bem, D. J. (1970). Beliefs, Attitudes and Human Affairs. Belmont, CA: Brooks / Cole.

Bonnidell, C. (1993). Teaching for Moral Growth: a guide for Christian community teachers, parents, and pastors. A Bridge Point book.

Bourdieu, P. (1997). Outline of Theory and Practice. Cambridge: Cambridge University Press.

Brooks, B. D.; Kahn, M. E. (1992). Value-added Education. *The American School Board Journal* 179 (12): 24-27.

Brown, Kelli Mc Cormarck (1999). Social Cognitive Theory. University of Florida: Community and Family Health.

Buchanan, T. (1997). Reorienting Moral Psychology by Taking Culture and Religion Seriously. Paper presented to a meeting of the Association for Moral Education in Atlanta, GA.

Bullough, R. (1989). First year teacher: A case study. New York: Teachers College Press.

Bunyi, G. W. (1999). Introducing Change in the Curriculum: Life skills in ESAR. A report on conceptual issues discussed in the annual regional education network meeting UNICEF eastern and southern Africa. Nairobi: UNICEF ESARO.

Burstein, A. G. (1996). Teacher ethics: Eros and the classroom.

Buzzelli, C. A. (1996). The Moral Implications of Teacher-Child Discourse in Early Childhood Classrooms. *Research Quarterly*, vol. 11: 515-534.

Calderhead, J. (1989). Reflective Teaching and Teacher Education. *Teaching and Teacher Education*, 5(1), 43-51.

Carlin, D. Jr. (1996). Teaching Values in School - which ones? Whose? *Education.* Vol. 119 No 4: 726.

Carr, D. (1993). Moral Values and the Teacher: Beyond the paternal and the permissive. *Journal of Philosophy of Education.* 27(2), 193-207.

Caspe, M. (2003). How Teachers come to Understand Families. Harvard Family Research Project, Research Digest.

Chabalala (2004). International Head Teachers' Symposium, Nairobi, Kenya.

Champion, C. (1991). A Caring College in Pursuit of Excellence,

Checkoway, B. (2001). Strategies for Involving the Faculty in Civic Renewal.

Clandinin, J. (1986). Classroom practice: Teacher images in action. Sussex: Falmer.

Clark, J. (2000). Values Education in New Zealand. Delta.

Cochran-Smith, M. (1997). Knowledge, skills and experiences for teaching culturally diverse learners: a perspective for practising teachers. In J Irvine (ED.), *Constructing the knowledge base for urban teaching*. Washington: AACTE.

Cochran-Smith, M. (1998). Constructing Outcomes in Teacher Education: Policy, Practice, and Pitfalls. *Education policy analysis achieves*, Vol. 9 number 11.

Cochran-Smith, M. (1998). Inquiry as a Stance on Teaching: the pre-service case. Paper presented at the Annual Meeting for the American Educational Research Association, San Diego, CA.

Coclin, R., Kutnick, P. (1990). The Social Psychology of the Primary School. Printed by Biddles Ltd, Guildford and King's Lynn.

Colby, A. (2000). Whose Values Anyway? The Carnegie Foundation for the Advancement of Teaching.

Colby, A. (2003). Journals of College and Character, Vol. 2, 17/07/03. http://colegevalues.org/articles.cfm.

Cole, D., Knowles, G. (2000). *Researching teaching*. Needlan Heights,MA: Allyn and Bacon.

Connelly, M., Clandinin, J. (1990). Stories of experience and narrative inquiry. *Educational Researcher, 19*, pp. 174   198.

Cottom, C. (1996). A Bold Experience in Teaching Values. Educational leadership International.

Cotton, K. (2003). Principals and Student Achievement: What the Research Says.

Crotty, M. (1998). The Foundations of Social Research. Meaning and Perceptions in the Research Process. Sydney: Allen &Unwin.

Cunnigham, M. (2005) The Challenges of Education and Development in Post Colonial Kenya: http://www.staford.edu/group/boothe/040/PWR-cunnigham.pdf

Datta, A. (1992). Education and Society: Sociology of African education. London: Macmillan.

Day, C. (1995). 'Rebuild the Fabric of Society', *Times Educational Supplement* March 3, p.9.

Day, C., Leitch, R. (2000). Teachers' and teacher educator's lives: the role of emotions. *Teacher and teacher education* 17 (2001): 430-415.

Day, C. (2000). 'Beyond Transformational Leadership', *Educational Leadership*. 57 (7), 56-59.

Davies, E. H. (1991). Curriculum Enterprise. Unpublished paper delivered at a symposium on Curricula for Enterprise by NAPTOSA and PRU.

Delors, J. *et al.* (1996). Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNESCO Publishing, ISBN 0 7306 9037 7.

Dekker, I. E., Lemmer M. E. (1994). Critical Issues in Modern Education. London: Butterworths.

Dewey, J. (1938). Experiences and Education. New York: Collins.

Dillion, J., Maguire, M. (1997). Becoming a teacher: issues in secondary teaching. Buckingham: Open University Press.

Durkheim, E. (1973). Moral Education: A study in the theory and application of the sociology of education. London: Macmillan.

Dunne, J. (1997). A Critique of Research Evaluating Moral Education Interventions.

Dunne, J.,Hogan, P. (Eds.). (2004). Education and practice: Upholding the integrity of teaching and learning. Oxford: Blackwell.

Ennis, R. (1969). Logic in Teaching. Englewood Cliffs, NJ: Prentice-Hall.

Ferguson, R. (n. d). Character Is Who You Are by | Real Media | MP3 |.

Fidel, R. (1993). Qualitative Methods in Information Retrieval Research. *Library and Information Science Research* 15: 219-247.

Fineman, S. (1993). Emotion in Organisation. London: Sage.

Feinman-Nemser S. (1990). Teacher Preparation: Structural and conceptual alternatives. In R. W. Houston (Ed.), *Handbook of research on teacher education*. New York: Macmillan, 217.

Fenstermacher, G. (1986). Philosophy of research on teaching: Three aspects. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 37-50). New York: Macmillan.

Fink, D. and Stoll, L (1998). 'Educational Change: Easier said than done'. In Hargreaves, A., Lieberman,A., Fullan, M., and Hopkins, D. (1998). *International Handbook of Educational Change*. Dordrecht: Kluwer Press, 182-198.

Fullinwider, K. R. (1993). Ethical Theory and Moral Decisions. Paper delivered at Iowa State University.

Gardner, H. (1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books.

Gauld, J. (1993). Character First: The Hyde school difference. San Francisco: ICS Press.

Georgia Department of Education. (1997). Values education implementation guide. Atlanta, GA. Office of Instructional Services, Georgia Department of Education.

Geography for Secondary Schools. (2003). Student's book 2. Nairobi: Kenya Literature Bureau.

Gibbs, L., Earley, E. (1994). Using Children's Literature to Develop Core Values. *Phi Delta Kappa Fastback* (Whole No. 362:12).

Gichaga, S. *et al.* (2003). Secondary Christian Religious Education, Student's book 2. Nairobi: Kenya Literature Bureau.

Gichaga, S. *et al.* (2003). Secondary Christian Religious Education, Teacher's guide book 2. Nairobi: Kenya Literature Bureau.

Glasser, W. (1965). Reality Therapy - A New Approach to Psychiatry. New York: Harper & Row.

Goble, N. M.,Porter, J. (1977). The Changing Role of the Teacher. Paris: Unesco.

Goodman, N. (1955). Fact, Fiction, and Forecast. Cambridge: Harvard University Press.

Good, C. V. (1973). Dictionary of education. New York: McGraw Hill.

Gore, J. (1998). Revisiting Values Education: The role of civic and citizenship education.

Government of Kenya. 1964. The Report of the Kenya Education Commission. Nairobi: Government Printer.

Grimsell, G. (2003). Living Values Education – Global status. 16th July 2003. http://www.livingvalues.net/southafrica/

Gudmundsdottir, S. (1990). 'Values and Pedagogic Content Knowledge', *Journal of Teacher Education*, 41, 3, pp. 44 – 52.

Halstead, J.M. (1995). The Movement for Separate Schools.

Halstead, J.M., Taylor, M.J. (2000). The Development of Values, Attitudes and Personal Qualities: a review of recent research. Slough: NFER.

Hannah, T. (2003). Confessions of a Male Teacher. Beach Magazines and Publishing Ltd.

Hansen, D. (1995). Teaching and the Moral Life of Classrooms, *Journal for a Just and Caring Education*. Vol. 2. pp. 59-74.

Hartshorne, H., May A. (1929-1930). Studies in the Nature of Character. New York: Macmillan.

Hargreaves, A. *et al.* (1998). International Handbook of Education Change, 558-575. Amsterdam: Kluwer.

Heenan, J. (1996). Cornerstone Values – A Values Education Curriculum, New Zealand Foundation for Values Education.

Heritage Institute Online. (2001). 23rd/07/03, http://www.hol.edu/philosophy.html

Hersh, R., Paolitto, D., Reimer, J. (1977). Promoting Moral Growth: From Piaget to Kohlberg. New York: Longman.

Himmelfrab, G. (1995). The Demoralization of Society, Institute of Economic Affairs, London.

History and Government for Secondary Form two. Student's book two. Nairobi: Kenya Literature Bureau.

Holt, John C. (1976). Instead of Education: Ways to Help People Do Things Better. New York: E.P. Dutton.

Huitt, W. (1995). Success in the Information Age: A paradigm shift. Background paper developed for workshop presentation at the Georgia Independent School Association, Atlanta, Georgia.

Huitt, W. (2004). Values. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. http://chiron.valdosta.edu/whuitt/col/affsys/values.html.

Huitt, W. (2004). Moral and Character Development. Revised edition.

Hyland, T. (1993). Competence, Knowledge and Education. *Journal of Philosophy of Education*, 27(1), 57-68.

Haydon, G. (1993). Education and the Crisis in Values: Should we be philosophical about it? The London File Papers for the Institute of Education. London: Tufnell Press.

Haydon, G. (1997) Teaching about Values: a new approach. London: Cassell.

Institute of Policy Analysis and Research (IPAR) Social Sector (1999). Education Reform in Kenya for the Next Decade: Implementing Policies for Adjustment and Revitalization. *Education*, No. 3.

Jansen, J. (2001). Image-ining Teachers: Policy images and teacher identity in South African classrooms. *South African Journal of Education*.

Jansen, J. (2004). Discussion.

Jansen, J. (2005). Black Dean: Race, Reconciliation and Emotions of Deanship. *Harvard Education Review* Vol. 75:3.

Jackson, P. R. Boostrom, D., Hansen. (1993). The Moral Life of the Schools. San Francisco: Jossey-Bass.

Jokhoo, Khan. (1998). Moral values integration in the education teaching curriculum of Trinidad and Tobago.

Josephson Institute of Ethics. (2002). Making Ethical Decisions, 22nd 07/03. http://www.josephsoninstitute.org/med/med-intro+toc.htm

Joubert, S. J. (1992). Van werklikheid tot werklikheid. Die interpretasie en interkulturele kommunikasie van Nuwe Tesamentiese waardes. Scriptura 41:55-66.

Kenya Catholic Secretariat and Christian Churches' Educational Association (2004). One in Christ, Pupil's Book for Standard Seven. Nairobi: Jomo Kenyatta Foundation.

Kenya Education Commission report. (1964). Part one and two.

Kenya Education Commission report. (1988). Education and Manpower Training for the Next Decade and Beyond: Report of the Commission of Inquiry into the Education System of Kenya.

Kenya Education Commission report. (1999). Totally Integrated Quality Education and Training: Report of the Commission of Inquiry into the Education System.

Kenya Institute of Education. (1985). Social Education and Ethics Form 4 Pupil's Book. Nairobi: Kenya Literature Bureau.

Kenya Institute of Education (1985). Social Education and Ethics Forms 1 & 2 Teacher's Guide. Nairobi: Kenya Literature Bureau.

Kenya (1976). Report of the National Committee on Education Objectives and Policies 1976:59.

Kenya (2001). Report of Task Force on Student Discipline and Unrest in Secondary Schools. Nairobi: Ministry of Education, Science and Technology.

Kenya (2002a). Republic of Kenya, Ministry of Education Science and Technology: secondary education syllabus (Vol. III). Nairobi: Kenya Institute of Education.

Kenya (2002b). Republic of Kenya, Ministry of Education Science and Technology: secondary education syllabus (Vol. I) Nairobi: Kenya Institute of Education.

Kenya (2002c). Republic of Kenya, Ministry of Education Science and Technology: secondary education syllabus (Vol. IV).

Kenya (2002d). Republic of Kenya, Ministry of Education Science and Technology: Primary education syllabus (Vol. I)

Kenya (2002e). Republic of Kenya, Ministry of Education, Science and Technology: Primary education syllabus (Vol. II).

Kenyatta, J. (1971). Facing Mount Kenya. Nairobi: Heinemann Educational Books.

Kessler, R. (2000). The Soul of Education. Alexandria, V.A: Association for Supervision and Curriculum Development.

Kevin, R. (1995). "Character and Coffee Mugs". *Education week* 17 May 1995 p48.

Kidder, Rushworth M. *(*1994). Shared Values for a Troubled World: Conversations with Men and Women of Conscience. San Francisco: Jossey-Bass.

Kirschenbaum, H. (1983). Advanced Values Clarification, California: University Association Publications.

Kirschenbaum, H. (1994). Teaching Students to be Moral. Paper presented at the Association of Supervision and Curriculum Development annual conference, Chicago, IL.

Kizlik, B. (2002). Teaching and Values.

Kohn, A. (1997). How Not to Teach Values. *Phi Delta Kappa* Vol 78 No 6, p428.

Kohlberg, L., Lickona T. ed. (1976). "Moral stages and moralization: The cognitive-developmental approach", *Moral Development and Behavior: Theory, Research and Social Issues*. Rinehart and Winston.

Kohlberg, L. (1984). Stages and Sequence: the cognitive developmental approach to socialization in the psychology of moral development. San Francisco: Harper and Row.

Korthagen, F., Kessels, J. (1999). Linking Theory and Practice: Changing the pedagogy of teacher education. *Educational researcher*, 28 (4): 4-17.

La Farge, P. (1992). Teaching Social Responsibility in the Schools. In S. Staub & P. Green (Eds.), *Psychology and social responsibility: Facing global challenges* New York: New York University Press, 348.

Lemken, J. (1999). How People are acquired by Values, 7th 08/03, http://ichc.ucsd.edu/mca/mail/xmcamail.1999_01.dir/008.html.

Leming, J. (1993). Synthesis of Research: In Search of Effective Character Education. *Educational Leadership*, 51 (3): 63-71.

Lickona, T. (1991). Educating for Character: How Our Schools Can Teach Respect and Responsibility. New York: Bantam Books.

Lickona, T. (1992). Educating for Character: How Schools can Teach Respect and Responsibility. New York: Bantam Books.

Lickona, T. (1993). Knowing the Good, Values Education, 7th/08/03 http://www.hi-ho.ne.jpHaku77/refer/titus.htm.

Lickona, T. (1993). The Return of Character Education. *Educational Leadership*, 51 (3): 6-11.

Lickona, T. (1997). Educating for Character: The School's Highest Calling, Georgia Humanities Council, Bantam Books.

Lisman, C. D. (1991). A critical review of the moral dimensions of teaching. *Educational Theory*, 41(2), 227-234.

Lipman, M., Sharp, A. M. (1985). Ethical Inquiry: instructional manual to accompany LISA, 2nd ed. New York: University Press of America.

Living Values Education Programme, 23rd November 2002, 16th July 2003, http://www.livingvalues.net/

Lockwood, A. (1993). A Letter to Character Educators. *Educational Leadership*, 51 (3), 72-75.

Malen, B., Knapp, M. (1997). Rethinking the Multiple Perspective Approach to Education Policy Analysis: implications for policy practice connection. *Journal on Education Policy*, Vol 12(5): 419-445.

Manke, M. (1997). Classroom power relations: Understanding student – teacher interaction. New Jersey: Lawrence Erlbaum Associates.

Marshal, J. Dr. (2003). Character Education in Pre-service Education: One Institution's Response. *Featured Journal Articles*, Volume 2.

Maveneke, A. (1999). The Status of Religious Education at Secondary School Level in Zimbabwe- sixteen years after independence. *The Zimbabwe Bulletin of Teacher Education*, Volume 1 No 1.

McCarthy, C. (1993). Multicultural Approaches to Racial Inequality in the United States. In L. A. Castenell & W. F. Pinar (Eds.), *Understanding curriculum as racial text*. Albany, NY: SUNY Press.

McLaughlin, J. (1999). Ocean Exhibits [Video]. INTIME: Integrating New Technologies Into the Methods of Education. [On-line]: http://www.intime.uni.edu.

Mc Clellan, B. (1992). Schools and the Shaping of Character: Moral Education in America, 1607 - present. Bloomington, IN: ERIC Clearinghouse for Social Studies / Social Science Education and the Social Studies Development Center, Indiana University.

McGettrick, B.J. (1995). 'Values and Educating the Whole Person' in *Perspectives 2* Scottish Consultative Council on the Curriculum occasional papers. Dundee: SCCC.

Mncuwabe, M.P. (1987). The Plural Dilemma in Education. Kwa Dlangezwa: University of Zululand.

Metcalf, L. (Ed.). (1971). Values education: Rationale, strategies and procedures. 41st Yearbook of the National Council for the Social Studies. Washington, DC: National Council for the Social Studies.

Milson, J. A. (2000). Creating a Curriculum for Character Development: A case study. The Clearing House

Mwangi, J. G. (1998). Contributions of Education and Research to National Development, with Special reference to Kenya. *Egerton Journal of Humanities, Social Sciences and Education* 2, no. 1: 80-94.

Newell, C. (2003). Whose Values, Which Ethics? *Australian Science Teachers Journal*, Vol 49 No 2.

New Primary English book 7. (2004). Teacher's book. Nairobi: Jomo Kenyatta Foundation.

New Integrated English. (2004). Student's book 2. Nairobi: Jomo Kenyatta Foundation.

New Integrated English. (2004). Teacher's guide book 2. Nairobi: Jomo Kenyatta Foundation.

Nias, J. (1997). Why Teachers Need their Colleagues: a developmental perspective.

Noddings, Nel. (1992). The Challenge to Care in Schools: An Alternative Approach to Education. New York: Teachers College Press.

Nucci, L. (1987). Synthesis of research on moral development. *Educational Leadership*, 44(5), 86-92.

Nucci, L. (Ed.). (1989). Moral Development and Character Education: A dialogue. Berkeley, CA: McCutchan Publishing Corporation.

Nyaga, A. *et al.* (2004). Primary Christian Religious Education, Teacher's Guide. Nairobi: Kenya Literature Bureau.

Nyberg, D. (1990). Teaching Values in School: the mirror and the lamp. *Teachers College Record*; summer 90, Vol. 91(4): 17.

Nyberg, D. (2003). An interview on Truth, lies, ethics. New York Times.

Omulando, S., Shiundu, J. (1995). Curriculum Theory and Practice in Kenya http://ehlt.flinders.euau/education/iej/articles/v2n5/4wool/paper.pdf.

Omwoyo, F. (2004). Primary Social Studies, Standard Seven Teacher's Guide. Nairobi: Kenya Literature Bureau.

Omwoyo, F. (2004). Primary Social Studies, Standard Seven. Nairobi: Kenya Literature Bureau.

Otiende, J. E, Waruhiu S.P., Karugu, A. M. (1992). *Education and development in Kenya: A historical perspective*. Oxford: Oxford University Press.

Pajares, M. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research.* 3, 307 - 332.

Parekh, B. C. (1989). Gandhi's Political Philosophy. Notre Dame, IN: University of Notre Dame Press.

Piaget, J. (1932, 1962). The Moral Judgement of the child. New York: Collier.

Pintrich, P. M., Ronald, W., Boyle, R. A. (1993). "Beyond cold conceptual change: The role of motivational beliefs and classroom contextual factors in the process of conceptual change." *Review of Educational* Research 63(2): 167-199.

Powney, J., Schlapp, U. (2003). How do primary teachers foster values? http://www.scre.ac.uk/spotlight/spotlight56.html, 7th/08/03.

Raths, L., Harmin, M., Simon, S. (1978). Values and Teaching: Working with values in the classroom (2nd ed.). Columbus, OH: Charles E. Merrill.

Raths, J. (2001). Teachers' Beliefs and Teaching Beliefs. *Early childhood research and practice*, Vol. 3, Number 1.

Raven, J. (1990). The Barriers to Achieving the Wider Goals of General Education and their Implications for the British Educational Research Association. *British Educational Research Journal*, 16(3): 273-296.

Ryan, Kevin. (1995). "Character Education in Our Society," *Network News and Views.*

Ryan, K. (1988). Teacher education and moral education. *Journal of Teacher Education*, 39(5), 18-23.

Richardson, T. *et al.* (1991). (eds.), The Satanism Scare, New York: Aldine.

Richardson, R. (1995). Making a Difference. Christchurch: School Bay Press.

Roger, J., Louzecky, D. (2003). Can Virtues be Taught? 18th August 2003. http://www.uwmanitowoc.uwc.edu/staff/awhite/rog.htm.

Salazar-Clemena, R. M. (1999). Counselling and Values Education: Steps to peace in the Asian setting, 30/07/03, www.anychaves.bizland.com/articles/values.htm.

Salim, V. (2000). Reassessing Policy and Reviewing Implementation: A Maligned or Misaligned System? *EPU Quarterly Review,* Vol. 7, No 2.

Saterlie, M. E. (1988). Developing a community consensus for teaching values. *Educational Leadership* pp 44-47.

Saul, M. (2000). Face to face: Teacher and mathematics/

Schon, D. A. (1983). The Reflective Practitioner: How Professionals think in action. New York: Basic Books.

Schon, D. A. (1987). Educating the Reflective Practitioner. San Francisco: Jossey-Bass.

Sefa Dei, G. J. (2002). Spirituality in African Education: issues and contentions and contestations from a Ghanaian case study. *International Journal of Children's Spirituality*, Vol 7, No 1.

Schwab, J. (1978). The practical: Arts of eclectic. In I. Westbury & N. Wilkof (Eds.), *Science, curriculum, and liberal education* (pp. 322-364.). Chicago: University of Chicago Press.

Schwarzwald, J. *et al.* (1979). Israel Teachers' Outlook on the Necessity and Feasibility of Teaching Values to Advantaged and Disadvantaged children. *The Journal of Psychology*, (101):3-9.

Shuck, S. (1997). Using a research simulation to challenge prospective teachers' beliefs about mathematics. *Teaching and Teacher Education.* 13 (5), 529 - 539.

Silcock, P., Duncan, D. (2001). *British Journal of Education Studies*, Vol. 49, III, p 242-259.

Simonds, R. (1994). A Plea for the Children. *Educational Leadership*, 51 (4) 12-15.

Simon, S., Howe, L., Kirschenbaum, H. (1972). Values Clarification: A handbook of practical strategies for teachers and students. New York: Hart.

Simon, S., Kirschenbaum, H. (Eds.). (1973). Readings in Values Clarifications. Minneapolis, MN: Winston.

Slavin, R. (1990). Cooperative Learning: Theory, Research, and Practice. Englewood Cliffs, NJ: Prentice Hall.

Smith, M.C. (1998). Teacher Development and Educational Reform. International Handbook of Educational Change. Amsterdam: Kluwer.

Sockett, H/ (1993). The Moral Base for Teacher Professionalism. New York: Teachers College Press/

Solomon, D., Schaps, E., Watson M., Battistich V. (1992). Creating Caring School and Classroom Communities for all Student. In R. Villa, J. Thousand, W. Stainback, & S.

Stainback. *From restructuring for caring and effective education: An administrative guide to creating heterogeneous schools*. Baltimore, MD: Paul H. Brookes Publishing Co.

Sommers, C. Sommers, F. (ed.). (1993). Vice and Virtue in Everyday Life. Fort Worth: Harcourt.

Stoll, L., Fink, D. (1996). Changing our Schools. Buckingham: Open University Press.

Stoll, L., Fink, D. (1998). 'The Cruising School: The unidentified ineffective school'. In L. Stoll and K. Myers (eds.) *Schools in Difficulty: No Quick Fixes*. London: Falmer Press.

Strike, K. (1990). The Legal and Moral Responsibility of Teachers. In: Goodland, J. Soder, R. and Strike K. (Eds.). *The Moral Dimensions of Teaching*. San Francisco: Jossey-Bass.

Sumison, J. (2000). Caring and Empowerment: A teacher educator's reflection on an ethical dilemma. *Teaching in Higher Education*. 5 (2).

Tabachnik, G., Zeichner, K. (1984). The Impact of Student Teaching on the Development of Teacher Perspective. *Journal of Teaching Education*, 36(5):35-44.

Takawira, C. G. (2002). The Practice of Teaching. Harare: College Press.

Thompson, A. (1992). Teachers' beliefs and conceptions: A synthesis of the research. In D. Grouws (Ed.), *Handbook of research in mathematics teaching and learning.* New York: MacMillan.

Tom, A. (1984). Teaching as a Moral Craft. New York: Longman.

Thalia, A. (2003). International College, Beirut Lebanon, *Featured Journal articles* volume 2. 16th July 2003, www.collegevalues.org.

UNESCO. (2001). A Club for Children Who Care for Planet Earth. Early childhood and family education Unit.

Veugelers, W. (2000). Different Ways of Teaching Values. *Educational Review,* Vol. 52, No 1.

Walters, L. S. (1999). Values Education also Tests Teachers: Education in Britain and America.

Wajibu (1998). Education for Life. *Social education and ethics: an evaluation.* Quarterly.

Wanjohi, J. G. (1998). A journal of Social & Religious Concern. Volume 13 No. 2.

Wambari, K. (1998). Education for all Education for life: *Wajibu*. Volume 13, No. 2.

Watson, B. (1987). Teaching and Learning life skills. *Pastoral Care*, 5(3), 178-182.

Wells, A. S. (1993). Time to choose: America at the crossroads of school choice policy. New York: Hill and Wang.

Williams, M. M. (1993). Actions Speak Louder Than Words: What Students Think. *Educational Leadership*, 51 (3): 22-23.

World Corporal Punishment Research. (2003). Bleeding hearts ruining our kids, 22/07/03, www.corpun.com:archive:2003:keschools.

Wright, John R. (2006). Moral Discourse, Pluralism, and Moral Cognitivism.

Wynne, E., Walberg, H. (Eds.). (1984). Developing Character: transmitting knowledge. Posen, IL: ARL.

Wynne, Ryan, K. (1992). A Handbook for Teaching Character, academic and discipline, Columbus, Ohio: Merrill.

Wynne, E. (1989). Transmitting Traditional Values in Contemporary Schools. In *Moral Development and Character Education*, edited by Larry P. Nucci. Berkeley, CA: Mc Cutchan.

Yulish, S. (1980). The Reach for a Civic Religion: A History of the Character Education Movement in America, 1890 - 1935. Washington, DC: University Press of America.