

Student's Views of Perceived Teacher Characteristics and Their Influence on Moral Competence of Public Secondary School Students in Westland District, Nairobi County.

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Student's Declaration

I, the undersigned, declare that this thesis is a product of my own work and is not as a result of any other done in collaboration with other parties. It has not been previously presented to any other institution. All sources have been appropriately cited and duly acknowledged in full.

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Abstract

Empirical research posts that moral competence is not only inborn but can also be improved by educational and psychological processes. However, modern society presents adolescents with difficulties of how to recognize the moral content of real life social situation. This study was done on the moral judgement competence of adolescent students in high schools in Nairobi, Kenya. It aimed at examining the extent of influence the teacher characteristic has on the moral judgment competence of secondary school students within the Nairobi County based on Kohlberg's theory of moral development stages' concept. The mixed research design was used with a target population of 240 students from 4 sampled schools of various categories. Data was collected from questionnaires and from focus group discussions. This data was then analysed both qualitatively and quantitatively to show emerging result patterns based on the objectives. The study discovered that the teacher personality and teacher engagement are leading teacher characteristics that influence student moral competence. The outcome of the study is useful to the educators, the policy makers and the school administrations in high schools. The data was collected in March, 2015.

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Acronyms

Operational definition of terms

Moral judgment competence == capacity to make decisions and judgments which are based on internal principles and to act according to the judgments made.

Moral sensitivity == Being aware of what is right and what is wrong

Moral motivation == The urge to do good

Moral thinking/ moral reasoning == A process where one determines whether something is right or wrong

Moral development == Ability to improve on one's reasoning status

Moral dilemma == situation that poses two difficult choices to make.

Moral person == one who complies with the behavioural rules set by society or Morally good intentions.(Lind, 2008)

CHAPTER 1

INTRODUCTION

1.1 Introduction to chapter one

This section presents the background to the study, the statement of the problem, study objectives, study questions, justification of the study, scope and limitations of the study.

1.2 Background to the Study

Morality is how one chooses to live their lives according to certain positive principles or guidelines. These principles determine decisions about right versus wrong or good over evil (Morris, Eisenberg, &Houltberg (2011). The problem of making justified moral judgment is especially important in adolescence as Ma (2007) argues that this is when the young, developing person is required to determine own beliefs and values. When the youth develop in their cognitive, emotional and social perspectives, it is also expected that they expand their behaviour based on their changing values and beliefs. Psychology of moral cognition targets how to teach one to make better justified moral judgments whenever they face moral dilemmas (Ma, 2007). Yet, as contemporary studies of moral development have shown, this moral competence is a process and it is very difficult for adolescents to identify the moral content of a practical social situation, and distinguish it from other content in the same situation (Podolskij&Karabanova, 2003). This study explores the moral judgment competence as influenced by the students perceived teacher characteristics. Practically, parents and schools need to model what good moral character looks like, they also need to guide or teach students how to deal with the things that get in the way of moral behaviour. According to Kridel and Bullough (2007), adolescent students are most likely not to do what they know they ought to when they are in angry and intensely emotional situations. The stressed situation may arise when peers pressure them; when personal or academic honesty works against their own self-interest; or when they are involved in patterns of self-destructive, drug/alcohol-related, gang, or delinquent behaviour (Kridel&Bullough, 2007). Thus, the adolescent student's moral competence should be nurtured to still stand out despite the changing emotions.

The need for moral education is not just local but has a universal dimension to it. Indeed, the past decade has seen a revived interest in moral education (Park & Peterson, 2006). This has been prompted by perceived global problems resulting, firstly, from the surge in criminal and deviant behaviour in modern societies and, secondly, from a series of highly publicised violations of ethical conducts in diverse arenas

(Park & Peterson, 2006; Wringe, 2006; Arjoon, 2005). Criminal incidences in schools, such as shooting incidents in US institutions, for instance, have led to an accrued sense of urgency among authorities about the need to deal with the problems they revealed (Wringe, 2006). Those who deal intimately with the young perpetrators of crime are well aware of the long-standing problems within school walls and beyond (Wringe, 2006). For example, the vast literature on bullying in schools attests to the pervasiveness and depth of bullying (Espelage & Swearer, 2003; Garandau & Cillessen, 2006). Another indication of the urgent need to reconsider the issue of morality in schools is the growing problem of academic dishonesty amongst students and across institutions (Embleton & Helfer, 2007). Many authors have deplored the numerous incidences of plagiarism and cheating within academic communities (Jahic, 2011; Clegg & Macdonald, 2006; Ferrari, 2005; Simon et al., 2004). Why are students not driven to opt for better solutions to the daunting situations they find themselves in? How would they argue their decisions?

Classrooms increasingly reflect the nature of the societies they support. There are expectations that schools will cause students to behave morally and, despite reservations about the teaching of morality, more schools in the American state schools have incorporated character education in their learning and teaching programmes (Narvaez & Lapsley, 2008). However, students often failed to take moral education programmes seriously, dismissing them as oversimplifications and misrepresentations of real-life issues and character traits (Brimi, 2009). Teachers, on the other hand, were generally ill prepared for the task and became wary of imposing beliefs on reluctant students (Narvaez & Lapsley, 2008). In India, a country steeped in tradition and culture, this problem seems to have been averted through the adoption of an informal approach in fostering values in the child (Wringe, 2006). It is perceived, even within the school community, that the family and the society play a greater role in promoting values than the school (Sharma & Mohite, 2007). Teachers here thus tend to favour informal approaches to values education, such as role-modelling, setting good examples and creating a positive and harmonious environment (Sharma & Mohite, 2007). In China, moral education curriculum has undergone reform to cater for the needs of the people (Ma, 2007). The focus is now on moral judgment competence through learning and life experiences, rather than compliance to social and political mandates through indoctrination (Qi & Tang, 2004).

In the African continent, Botswana stands out as having successfully established moral education. It is taught as a secularised and independent subject with a curriculum specially designed on the basis of universal principles rather than religious or personal beliefs (Matemba, 2010). This according to Matemba, was in line with the current socio-cultural context and needs of the African citizen. Hence, the

ground for success in the program lies in having moral education taught as a core subject separate from religious education, giving it the emphasis it deserves (Matemba, 2010). In Matemba's words, 'a secular approach to moral education (ME) has on the whole been lauded' and 'in a religiously and culturally pluralistic society seems to be a fairer option' (p. 340). In Nigeria, however, teachers are directly involved in teaching behaviours that are right and correct and they too function as role models to their students (Oladipo 2009). According to Oladipo (2009), the success or failure of building of morally upright citizens depend more on the adoption of education methods that effect change than upon anything else.

Hence, teachers can use a variety of strategies to assist students' internalisation of values and the development of competencies enabling effective moral functioning. In an earlier study, Rest (1983), states that moral reasoning which leads to the moral functioning is one of the psychological processes related to ethics and enhanced by social mediation. Later, (Chaudhary & Madhuri, 2014) concurs that other components include: moral judgement, moral sensitivity, moral motivation and moral action. Moral action is in this case the final component and the ability to resolve conflicts and actions and even be able to challenge biased decisions (Chaudhary & Madhuri, 2014). The study therefore notes that in the classroom, teachers may choose to nurture these attributes through the processes of perspective taking, storytelling, cultural transmission, moral dilemmas, responsible decision-making, service learning and community involvement or by merely encouraging and mentoring students' efforts to address the social and moral issues affecting them. Chaudhary and Madhuri (2014) further emphasize that teachers create opportunities for students to put themselves in the shoes of others so as to understand other people's viewpoints and feelings. Hence, students can predict how their behaviour may have an impact on others. This is a strategy to promote altruism and empathy, and to develop both moral cognition and moral affect. From personal experience as a teacher, storytelling is particularly effective for the development of personal beliefs through narratives and the identification and clarification of values.

According to Koh (2012), cultural transmission is especially valuable in a pluralistic society as it allows socially desirable cultural values to be nurtured. Students, are encouraged to share their cultural practices and traditions, hence promoting an ethos of tolerance and respect (Koh, 2012). In this manner, value transmission is thus not limited to a vertical transfer from one generation to the next within a particular culture, but it can also occur across cultures, providing the individual with the opportunity to experience a plurality of values. Likewise, as Raine and Yang (2006) further states, teachers can use the chance to guide students in moral dilemma situations and help them make sound and responsible decisions. They learn to consider and assess all relevant factors and alternatives before deciding on a

course of action, and to take responsibility for their own choices and behaviour. All this can be enhanced by various teacher characteristics.

Mureithi, Nyaga, Barchok and Oundo (2013) note that in spite of the crucial role that disciplined behaviour plays in the overall school outcomes, the condition of students' moral competence in Kenya's secondary schools has been rather discouraging. Hardly a school term goes by without incidence of violent behaviour being reported in the mass media (Republic of Kenya, , 2001). This form of behaviour has more often than not led to unfortunate incidences such as destruction of school property, assault and indecent behaviour like rape and in extreme cases, death of students. Such incidents tend to impact negatively on student academic competence. Kenya Medical Research Institute (Kemri) 2013 survey reports an average of five rape and defilement cases from one county. Such incidents tend to impact negatively on student academic and moral competence. Micheni (2010), in his research observes that although the government and other stake holders have put in place policies regarding management of education, the learning institutions have been faced by a critical challenge of students' misbehaviour which seems to be getting worse. There is therefore need to make both immediate, long and short term effort to ensure indiscipline does not compromise quality teaching and learning in secondary schools. Such cases of misconduct in secondary schools indicate that the educational goal of moulding morally competent students has not been fully realized (Mureithi, NyagaBarchok&Oundo, 2013).

1.3 Statement of the Problem

According to Ma (2007) making a positive difference in the moral attitudes and behaviour of students will enable the teacher to teach easily. However, Mureithi, Nyaga, Barchok and Oundo (2013)remark that though schools are expected to holistically develop learners' competence, this has hardly been achieved. However,their study investigates the influence of school factors on development of academic and moral competence of secondary school students in Embu West District of Kenya. Among issues considered in study include the free interaction between students and teachers. Factors found to influence students' moral competence included; punctuality of teachers, teacher commitment, guidance and counselling programs, competent school administration, friendly interaction between teachers and students, clear rules and regulations and the integrity of the teacher. Even though the study clearly points at the crucial role the teacher plays in influencing moral competences in students, it does not isolate the individual teacher characteristics in the teacher-student interaction, nor does it provide the student perceptions of these particular characteristics. Their study does not also seek to establish the students'

level of moral competence. To the best of the researchers' knowledge, studies done in Kenya have also not captured student perceptions of the influence of teacher characteristics on students' moral competence. Moreover, previous studies have examined student moral competence from the teachers' perspective. It is in this regard that this study seeks to understand the student's perception of the influence that the perceived teacher characteristics has on the students' moral judgment competence level. The study concentrates on the specific nature of teacher-student relationship that yields to the influence of moral competence of the student. The study strives to close this gap in knowledge by providing an alternative view to factors that influence students' moral competence away from the parent and the home. At the same time, the current study will capture moral competence from the student's perspective.

1.4 Study Objectives

1.4.1 General Objective

The study sought students' view of the influence of teacher characteristics on secondary school students' moral competence in Westlands District, Nairobi County.

1.4.2 Specific Objectives

This study sought to achieve the following objectives:

1. To determine the level of students' moral competence in Westland District of Nairobi
2. To identify teacher characteristics perceived to influence moral competence of secondary school students in Westland's District of Nairobi County.
3. To examine interventions to improve on teacher characteristics that influence students' moral competence in secondary schools in Wetlands District, Nairobi County.

1.4.3 Research Questions

This study sought to answer the following questions:

1. What is the level of students' moral competence in Westland District of Nairobi?
2. What are the perceived teacher characteristics that influence students' moral competence?
3. What interventions should be used to improve the perceived teacher characteristics that influence students' moral competence?

1.5 Justification of the Study

Understanding the behaviour of the youth and how they display their behaviour is essential for any learning institution. Moreover, the display of moral behaviour is perhaps the only measure of how much the adult society has impacted on the youth (Chaudhary &Madhuri, 2014). Through this study, the relationships between the adult (teacher) and the youth (student) will be exemplified with regard to the perceived teacher characteristics' influence of the students' moral competence. The findings of this study will inform teachers and school administrators on ways of issues relating to their conduct that can positively influence students. The findings can also be of use to curriculum planners, policy makers and researchers in education with regard to the professional content that needs to include aspects that touch on the teacher's influence on student moral competence. Students need to learn the ability to solve their moral dilemmas by arguing them out and also understanding the arguments of the alternative view as well.

1.6 Scope and Limitations of the Study

This study was conducted in public secondary schools in Westlands District of Nairobi County. It was limited in both scope and methodology. In terms of scope, the study was limited only to secondary school students and their interaction with teachers in and outside the class. This limitation arises due to the need for the study to define the area of teacher-student interaction, which in this case is the school climate. With regard to methodology, the study limited itself to the questionnaire based on the dilemma situations and the views of the students as they evaluate the impact their interaction with teachers has had on their moral competence. This was done despite the presence of other methods such as observation, in the classrooms which may take longer than the period meant for the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature for this study. The review examines studies on teacher factors in classroom interaction, moral competence, teacher influence on student morality, theoretical perspectives on students' moral development, the theoretical concepts and conceptual framework for the study.

2.1 Teacher Characteristics in and outside Classroom Interaction

The highest level of student-teacher interaction takes place in the classroom (Gregory & Weinstein, 2004). Research also provides strong evidence that supportive interaction between teachers and students is important to the development of students both academically and socio-emotionally (Hamre&Pianta, 2001). These interactions provide an opportunity for educators and others working to improve the social and learning environments in schools and classrooms. One significant factor influencing teacher student interaction is the teacher characteristic. When in and out of class the teacher represents a moral exemplar and he or she needs to express moral virtues in his relation with the students (Fallona, 2000). Mahoney (2009) argues that it is the teacher's personal values that may be neither right nor wrong, true nor false that will enable the teacher to also pass on the ethical principles to the young to account for the moral judgment competence. The study further asserts that the teacher must not assume that their students have highly developed skills but to pursue cases in class to develop ethical understanding. This study examines the following aspects of the teacher to establish the extent of the influence asserted on the student: the gender of the teacher, the teacher engagement, the teacher personality and the teacher expectation.

2.1.1 Gender of the Teacher

According to studies carried out at different times and in different places, gender of the teacher affects teacher-student interaction pattern. In Greece, female School teachers were found to be more sensitive and to give more warning to students about behaviour problems than male elementary school teacher's ref. On the other hand, male teachers tend to be more authoritative and instrumental whereas female teachers tend to be more supportive and expressive (Monsefi&Hadidi, 2015). Laird, Garver and

Niskode (2007) also confirm the difference where the female teachers tend to use a more student-oriented style that stresses relating to the student more than the male counterpart. The female prefers to have more liberal views about allowing the students to define and identify their own learning experiences. With this kind of context therefore, the student is likely to adopt independent values to judge situations than to merely conform to them. More specifically, in a developing country context, the young regard female teachers as more open and hence find them easier to interact with (UNESCO, 2000). However, Michaelowa (2001), using data from Francophone sub-Saharan Africa attests that gender has little effect on student achievement, attitude and behaviour, while Smith, (1991) found that male teachers tended to be equitable in all interactions (except those involving criticism). From the student's self-evaluation of their interactions with the teachers, the findings will inform the study of the position of the teacher's influence in the student's moral competence.

2.1.2 Teacher Engagement

It is believed that the quality of children's interaction with their teachers has an impact not only on their academic performance but on change of behaviour too (Liberante, 2012). Furthermore, an effect for teacher-student relationship quality assessed in kindergarten on achievement is found up to eight years later when they are in their teens (Hamre&Pianta, 2001). Several studies have proved the connection between teacher-student relationship quality and student engagement (Furrer& Skinner, 2003). Engagement has thus been defined as cooperative participation, conformity to classroom rules and routine, persistence, and effort (Fredricks, Blumenfield& Paris, 2004). Students who have supportive interaction with a teacher are more engaged in that they work harder in the classroom, persevere in the face of difficulties, accept teacher direction and criticism, cope better with stress, and attend more to the teacher (Little &Kobak, 2003). Since teachers prefer students who are conforming, it then follows that the relationship between engagement and teacher-student relationship quality appears to be reciprocal (Ladd et al., 1999) Thus, students with lower ability are less likely to receive the teacher support that might enhance a proper learning atmosphere. Teachers who also engage students with non-threatening questions like asking them questions to help define their identities as to what they consider to be their strengths tend to draw students' attention more (APA, 2002). Zepke and Leach (2010) recommend that to enhance student engagement, teachers should create educational experiences that are both challenging and enriching to stretch their academic abilities. For example, teachers to give assignments that make the students reflect, question, evaluate and make connections between ideas.

2.1.3 Teacher Personality

Individual personality plays a sizable role in determining a teacher's particular style of interaction in the classroom. The awareness of important aspects of interaction can guide a teacher in becoming one who influences the lives of students beyond simple subject matter (Hughes, 2002). Teachers range from very nurturing and parental to downright confrontational in their way of interacting with their students (Ma, 2007). Some view the student as being solely responsible in the choices he/she makes in the teacher-student relationship, while others tend to see students as being in need of a strict structure and control in order to give a bearing in their schooling process (Ma, 2007). One's style is a result of personality (Shek & Yu, 2011). According to Diana Baumrind (1996), it is this idea that controls or determines the relationship adults have with children. While her models emerged from her work on parenting styles, she notes that they have influenced educators as well. The models also have relevance in educational circles (Bamas, 2000).

There are three modes of adult control according to Eisenberg, Fabes and Spinrad, 2006. The first is permissive characterized by low control. The adult allows the child a great deal of freedom while making a few demands as regards behaviour and responsibility. The second type of control is authoritarian resulting from the feeling of the need to control the child. This is where the adult seeks to shape the behaviour of the child in accordance with a defined standard of conduct. The authoritarian is unyielding in his or her expectations and views child autonomy as unnecessary or counter-productive in the development of the child. Authoritative is the third type. The authoritative parent attempts to direct the Child's activities in a rational issue-oriented manner. The parent encourages verbal give and take, shares with the child the reasoning behind policies. Likewise, the teacher who operates along any of these modes is bound to create impact in the same manner. Just like a teacher who casually models rational decision-making strategies by discussing how one may arrive at a decision and chooses a topic that is relevant to adolescents like deciding on how to deal with personal conflict tends to attract an adolescent's emotional interest (Keating, 1990).

2.1.4 Teacher Expectation

Related to student achievement is teacher expectation of student performance. Amjand (2009) suggests that teachers' expectation and self-perception will determine life-long student achievement. The study further urges that teachers organize and develop appropriate motivational strategies to enhance wholesome success. It was found that teachers initiated more interaction with students who were

expected to perform well in class. Good & Brophy (2000) found that low achieving boys, relative to other students received the poorest contact patterns with both male & female teachers. This seemed to reflect teacher expectations that consist of negative attitude towards boys and low achievers. Factors influencing achievement are predicated primarily on the student teacher interaction. Indeed, the most significant influence on student learning is the amount of time teacher spends on a topic and the quality of social interaction a teacher has with a student. The Good & Brophy (2000) study concludes that high teacher expectations produce high student achievements all round and that therefore, teachers can shape their students' future achievement from the classroom interaction.

More importantly, according to the California Commission on Teacher Credentials (2013), the teacher should establish intellectually challenging academic expectations and allow the student the opportunity to develop advanced thinking and problem solving skills. This can be done by the teacher availing the course outline, goals and the grading system. Again, the teacher should understand that the adolescent student is undergoing intense social peer pressure to conform and so should support any sign of student's individuality and still be sensitive to what being different is perceived by the high school student.

2.2 Moral Competence

The wide variety of meanings given to the concept of competence is seen not only in its many uses, but also in the construction of terminology to express competence, such as media competence, business competence, age competence, and also cognitive, social, motivational, personal competence (Eisenberg, Fabes & Spinrad, 2006). It is not possible to discern or infer a coherent theory out of these many uses. Certain definitions of competence posed by researchers, and grounded in a certain theoretical basis, can reflect only their subjective view on the object studied. The same "conditions" are related to the morality and to the problem of moral competence specifically (Weinert, 2001). This study adapts Kohlberg (1964) definition of moral judgment competence as the capacity to make decisions and judgments which are based on values and to act in accordance with such judgments.

Decision structuring as the backbone in the process of decision-making involves identifying the elements of a decision. These include: (a) alternative courses of action, (b) potential consequences of those actions, (c) sources of uncertainty (regarding which consequences will follow each action), and (d) strategies for integrating decision-relevant information (Eisenberg, Fabes & Spinrad, 2006). To evaluate this ability requires that the individual is presented with open-ended tasks like the dilemma situations

where one has to consistently argue for both the view taken and the alternative one (Parker, Fischhoff, 2001). Thus moral competence, as the object to be examined in this study, may be defined by its three components:

a) **Self-competence** – the ability to adequately perceive oneself as a subject of moral interaction, to realize one’s interests, intentions, aims, motives, feelings and value definitions caused by moral conflict, and possible ways of behaving in a situation involving a moral choice; b) **Competence in partner** – an ability to perceive other individuals participating in that situation, to understand their aims, interests, motives, feelings, system of values and possible actions adequately; c) **Competence in situation** assumes an ability to have an integrated view of the situation, to analyze consequences of events, to comprehend the values and norms which participants of that situation are guided by and to take into account all the peculiarities of the conflict and the individuals involved in it (Sadokova, 2001).

Lind (2003) states that for a comprehensive description of moral behaviour, both affective and cognitive properties need to be considered. He refers to this as the Dual-aspect. The affective aspect informs us about the direction or orientation of human behaviour, and the cognitive aspect about its structure and organization. Both aspects are needed to achieve a comprehensive description of human action and each contributes in a unique way to the prediction of external criteria. A full description of a person’s moral behaviour involves: a) the moral ideals and principles that inform it and b) the cognitive capacities that a person has when applying these ideals and principles in his or her decision-making processes (Lind, 2003). Hence, the two approaches of Sadokova (2001) and Lind (2003) will be explored in the study as they both form the moral judgement competence. This study does acknowledge that there are other factors that may help shape the moral competence of the high school students like the strong peer pressure, family and the media, however, the teacher’s role stands out and is the focus of the investigation. Ma (2012) recognises this teacher’s role and suggests that the teacher be equipped with the necessary skill to further promote the adolescent’s pro-social attitude and behaviour to enable him mature in his decision tasks.

2.3 Teacher Influence on Student Morality

Bennett (2000) decries general steady rise in greed, delinquency, and disrespect among the American youth. On the other hand the public holds schools largely responsible for remedying these troubles. Many character education efforts in schools now focus on everything from community service to teaching their students virtues, building good habits, rewarding positive behaviour, and developing

students' capacity for moral reasoning (Schaps, Schaeffer, & McDonnell, 2001). Educators influence students' moral development not simply by being good role models and also by what they bring to their relationships with students: their ability to appreciate students' perspectives and to disentangle them from their own, but also their ability to admit and learn from moral error, their moral energy and idealism, their generosity, and their ability to help students develop moral thinking without shying away from their own moral authority (Damon, 2001).

Nsamenang and Tchombe (2011) assert that in order to sufficiently support adolescents going through different teenage problems like suicide, alcohol and drug abuse and HIV infection, secondary school teachers should be proficient in counselling and guidance as informed by the cultural contexts. The teacher needs to know how to relate with them as they display these traits. They add that the teacher should give the youth space and time to work through their social-emotional problems and only intervene when the adolescent wishes to discuss what bothers him; this will enhance the adolescent's moral judgement. This level of influence makes being an adult in a school a profound moral challenge. And it means that teachers will never greatly improve students' moral development in schools without taking on the complex task of developing adults' maturity and ethical capacities. We need to rethink the nature of moral development that leads to moral competence itself.

According to Lapsley, Holter and Narvarez (2009), nothing may happen in educational reform unless teachers do it while principals enable it. How teachers and principals organise schools to deliver effective character education determines how moral character education is understood. Lapsley, Holter and Narvarez (2009) further assert that moral values are imminent to school life and values are infused in every interaction of teaching and learning ranging from topics selected and insistence on high standards and respect for truth to discipline that governs the school. Moreover, Howard, Berkowitz and Schaeffer (2004) affirm that moral aims are intrinsic to education and the classroom environment provides opportunities to engage students' moral character formation and hence should be consciously done.

Research shows that even when schools are massively restructured, students often remain strangely oblivious to new structures and practices. For instance, Warren Little, (1998) suggests that when asked about the strengths and weaknesses of their schools after these reforms, students focus on the strengths and weaknesses of individual teachers. In these relationships, moral qualities are shaped. Adults do not simply transmit moral qualities and beliefs to children. These qualities and beliefs emerge and continually evolve in the wide array of relationships that every child has with both adults and peers

starting nearly at birth, and in children's felt knowledge of what is harmful, true, or right (Howard, et.al. 2004). In these relationships, children continually sort out, for example, what they owe others, what they should stand for, what traditions are worth keeping, whether to follow rules, how to contribute to their family, classroom, and community, in other words, how to be a decent human (Howard, et.al. 2004).

The school teacher is perhaps the most influential person in a child's academic and socio-emotional development apart from the child's parent (Gregory & Weinstein, 2004). Moreover, teacher-student relationship is one of the most powerful elements within the learning environment that contributes to both the academic and the socio-economic development (Gregory & Weinstein, 2004). Research provides strong evidence that supportive interaction between teachers and students is important to the development of students (Pianta, 1999; Birch & Ladd, 1998). The teacher can consciously or unconsciously take this opportunity to mould the student's reasoning values. Gregory and Weinstein (2004) further assert that these interactions provide an opportunity for educators and others working to improve the social and learning environments in schools and classrooms and provide the students with avenues to learn moral behaviour; display moral competence, or the ability to seek solutions to two morally difficult situations.

According to Hamre and Pianta (2001), the teacher-student relationships shape students' moral development in another sense; through their influence on students' emotional development. Most of the talk about moral development in school assumes that we can teach students to behave morally by instilling in them virtues and standards, a clear sense of right and wrong (Hamre&Pianta, 2001). This assumption ignores the fact that emotions are often the horse, values and virtues the rider tries to hang on.

People do not usually lie, cheat, or abuse others because they do not value honesty and respect; more likely, they suffer from feelings of inferiority, cynicism, or egocentrism that blind them to others' feelings (Tsang, 2002). Research confirms earlier study of Gilligan (1996) which also suggests that such emotions as shame, anger, and cynicism in particular eat away at caring, a sense of responsibility, and other important moral qualities. Gilligan further observes that when people's moral beliefs conflict with their immoral actions, many will change their beliefs to accommodate their actions, not vice versa. They will justify stealing, for example, because "society is corrupt" or because "all people are basically self-interested.

Weissbourd (2003) asserts that adults become more generous and compassionate over time; others become more selfish. Many people may lose their moral enthusiasms. Every stage of adulthood brings

both new moral weaknesses and new moral strengths (Weissbourd, 2003). This capacity for change means that the typical adult has not reached his or her moral potential. Schools too face the challenge of creating cultures in which teachers come to view appreciating and being generous to others, acting with fairness and integrity, and formulating mature and resilient ideals as evolving and subtle capacities (Weissbourd, 2003).

2.4 School Climate

Many definitions have been given for school climate. However, for purposes of the present study, we shall adopt the definition by Hoy and Miskel (2001). They define school climate as a relatively enduring quality of the whole school which is experienced by the group, depicts their shared perceptions of behaviour, and influences their attitudes and behaviour in school. The school climate is therefore seen in terms of those characteristics that distinguish an organisation from its kind and influence the behaviour of people in the organisation. In other words, just as certain behaviours are peculiar to an individual and are used to distinguish the individual from other people, each school has its own peculiar characteristics in terms of the way people interact, treat and respect one another, which in turn bears on their perception of their school and accounts for their attitude and behaviour toward school and the quality of school work.

Thus, the general perception of the climate is the personality of the organisation; climate is to organisation as personality is to individual. It is in this context that school A will be different from the climate in school B. Oyetunji (2006) indicates that school climate has everything to do with the atmosphere, tone or feeling that prevail in a particular school. According to him, this atmosphere is brought about by the interaction between the head teacher and teachers, among teachers and pupils and between the head teacher and pupils. The school as a system of social interaction compels the head teacher, teachers and pupils to interrelate at administrative level in area of planning, decision-making, problem solving and control. They also interact through personal matters, which are part of normal school routine. For the purpose of this study, school climate is used to refer to the way the teachers and students experience and perceive the quality of the working situation emanating from their interaction and how the perceived teacher related characteristics influence the moral competence of these students.

2.5 The Moral Judgment Competence Test (MCT)

The Moral Judgment Competence Test (MCT) was constructed to assess participants' moral competence in terms of their capacity to make moral decisions and judgments (Kohlberg, 1964). This capacity to make decisions is based on internal principles and actions that are in accordance with such

judgments. Lind (2008) enhances this definition by asserting moral judgment and discourse competence, synonymously also called moral-democratic competence, or just moral competence. It is defined as the ability to solve conflicts and dilemmas through deliberation and discussion with others on the basis of shared moral principles, rather than through fraud, deceit, violence, and abuse of power.

Essentially, therefore, MCT assesses moral competence by recording how a subject deals with arguments, especially with arguments that oppose his or her position on a difficult problem (Lind, 2008). The counter-argument arguments are the central feature of the MCT. They represent the moral task that the participants have to cope with (Lind, 2015). More specifically, in the standard version of the MCT, the subject is confronted with two moral dilemmas and with arguments pro and contra the subject's opinion on solving each of them. The MCT is an experimental test of moral judgment behaviour. Its construction is based on an elaborate and well-researched theory of moral behaviour and development (Lind, 1982).

The standard version of the MCT contains two stories. Each deals with a person who is caught in a behavioural dilemma: whatever he or she decides to do, it will conflict with some rules of conduct. So the 'quality' of the decision is important and not the decision itself. The goodness or badness of the decision depends on the reasons behind it (Lind, 2008). Participants are asked to judge arguments for their acceptability. These arguments present different levels of moral reasoning, six supporting the decision that the protagonist in the story made, and six arguing against his or her decision. So, for each dilemma, the respondent is to judge twelve arguments. In the standard version there are then 24 arguments to be rated.

Before judging the acceptability of the arguments presented in the MCT, the subject is asked to rate the rightness or wrongness of the protagonist's decision on a scale from "completely wrong" to "completely right" (see the appendix B). This rating plays no role in scoring a person's moral judgment competence, though it provides important information for designing a valid measure of moral judgment competence (Lind, 2008).

The MCT embodies a moral task and not merely a moral attitude or value. Since morality is believed to have some strong cognitive or competence aspects, it can define a task that can be used to test this competence (Lind, 2008).

The scoring of the MCT takes into account the whole pattern of a subject's responses to the test rather than at single acts isolated from one another. A single judgment by a respondent is hence determined only when we consider other judgments of the same person as well. It should be noted here

that the scoring of the MCT contrasts sharply with classical test construction. The latter approach presupposes that a person's judgments can be seen as pure repetitions of one another, masked only by some intervening random processes, which can be averaged out by multiple measurements.

The main score, the C-index, of the MCT measures the degree to which a subject's judgments about pro and con arguments are determined by moral points of view rather than by non-moral considerations like opinion-agreement (Lind, 2008). It indicates the degree to which moral principles have become "necessary knowledge" for the respondent. Most studies report average C-score, not categories anymore. Some also report standard deviations, medians, and inter-quartile ranges. Besides in tables, the important findings should always be graphically depicted, too. The C-score is mostly depicted as the Y-axis, from "0" to "40" or higher, if higher scores occur. In general, a C-score between 0 and 9 can be interpreted as "very low" or "zero moral competence", between 10 and 29 is the "medium" range in which most (educated) people seem to be. All scores above 30 can be considered as "high moral competence". The behaviour of people with a score higher than 30 is really guided by moral considerations (at least to a large extent): (Lind, 2015).

Various studies have employed or examined the use of the moral judgment test. Bataglia and Schillinger (2013) examine moral segmentation in studies with the Moral Judgment Test in Brazil. In their analysis of Brazilian MCT data they noticed that all the samples had much better results in the Workers' Dilemma than in the Doctor's Dilemma (i.e., Mercy Killing Dilemma). This phenomenon has been called moral segmentation. The study proposes some possible hypotheses and explanations with regard to moral segmentation.

Cohen, (2011) studies the influence of cues on moral judgment among teenagers. She sampled a small population of 10 participants. The dependent variable was whether or not the participant was willing to take a donation form for the charity of the Food Bank for New York City and consider donating to that charity. The study found that the mean C-score for those who accepted a donation form was 41.15 (SD = 33.47) and was 27.54 (SD = 15.30) for those who did not accept a donation form. This showed a very high moral competence on the part of those who accepted a donation and average moral competence for those who did not.

Comunian&Gielen (2006) examined social role-taking and moral judgment improvement after an educational group-oriented intervention emphasizing guided reflection and role-taking dimensions among 11 groups, made up of a total of 61 female and male Italian university students. These were compared to a

control group of 59 students. They twice applied Italian adaptations of two role-taking and two moral development measures, originally developed by Gibbs and by Lind respectively in the USA and in Germany. Good empirical support for the reliability and validity of the American and German instruments was noted in the Italian setting. Students assumed more responsibility in a variety of social roles, exposed themselves increasingly to social role-taking opportunities, and showed increased moral judgment maturity after the educational intervention. The results of the Comunian&Gielen (2006) study show that an active orientation toward role-taking opportunities was related to higher levels of moral judgment among both men and women.

Desplaces, Melchar, Beauvais, & Bosco (2007) studied 899 undergraduate business students of three universities in the northeastern region of the U.S. Almost no correlations of moral judgment competence (C-score, MCT) with age ($r = .08$) and gender (0.01) was found. The perception with "ethical culture" of one's institution was $r = 0.000$. It however, does not say how the single question for this variable was worded. The fact that all correlations were lower than $r = 0.1$ may be caused by the rather low C-scores of these business students which severely limit the variance of the C-scores and, as a consequence, also all correlations with other variables. The study did not report the overall mean but it can be imputed from a quote as being below $C = 18.0$: "The mean C-Index of respondents who did not report witnessing unethical behavior was 17.22 (SD = 13.56) compared to a mean of 18.26 (SD = 12.95) for those who did report witnessing unethical behavior." (p. 82). The amount of perceived cheating in their institution was used as an index for 'unethical behavior'

These studies provide evidence of the efficacy of the MCT and provide a basis for it to be adopted for this study. The current study adopted the C-score mean to evaluate the overall performance by the respondents with regard to their moral reasoning and competence.

2.6 Moral Competence Interventions

According to Lind (2010), mass higher education, especially through institutions where students have little or restrained relation to any teacher does not aid the growth of moral judgment. This counters Colby and Kohlberg (2004) longitudinal study where they consider age and not education to be the driving force of increased moral competence. Schillinger (2006) after studies with medical students concludes that it is good education, and not age that enhances moral competence development when opportunities for responsibility-taking are maintained.

Lind (2002) studies also clearly show that moral development correlates more strongly with the level of education than with chronological age. Data from the Lind (2010) study and other studies show that the effects of teaching on moral development are the stronger the less the teacher talks and the more opportunities for responsibility-taking and thinking he or she gives to the students. However, these authors also favour special intervention programs to enhance the ability of schools and colleges to foster moral development and democratic participation (Lind, 2008a). Seminars as well as a single dilemma discussion in a subject course can increase students' moral competence, too.

“KMMD” is an abbreviation for the *Konstanz Method of Dilemma Discussion* by Lind (2008a)

It is a two-hour intervention with a moral dilemma discussion. The method originates from the Blatt-Kohlberg-method (Blatt & Kohlberg, 1975) but has been considerably modified over the past two decades to enhance its efficacy. Three principles of teaching were essential for the redesigning:

1. The principle of democratic learning community of teachers and learners based on mutual respect and justice;
2. The constructivist principle of learning through stimulating cognitive growth by confronting the learner with adequate tasks (rather than imposing knowledge on him or her); and
3. The principle of affect control through cycles of challenge and support.

Ryan and Patrick (2001) further assert that when students believe that they are encouraged to know, interact with and help classmates during lessons, when they view their classrooms as a place where their ideas are respected and not belittled, when they perceive their teacher as understanding and supportive, and when they feel their teacher does not publicly identify relative performance, they, students tend to engage in more adaptive patterns of learning. Teachers can hence use simple classroom actions to improve classroom climate by greeting them by name, praising students' work and encouraging students who are not successful.

With proper intervention strategies, student moral competence can hence be improved within the school environment. The current study explores some ways and means of improving teacher perceived characteristics to impact the learners' moral competence according to the students themselves. Similarly, Kohlberg (1975) approach to moral education emphasizes that knowledge of the child's stage of moral functioning is key just as stimulating of genuine moral conflict and disagreements of problematic situations are. The more one encounters situations of moral conflict that are not adequately resolved by

ones 'present reasoning structure, the more likely one is to develop more complex ways of thinking about and resolving such conflicts. The approach also observed that the speed and progress of an individual from one stage to the next depends on ones' exposure to the social environment. These principles do contrast with the traditional moral education which stresses that adult 'right answers and adult abstractions are far above the learners' current level. In interacting with the student therefore, the teacher should focus on developing the learner's social competency too by utilizing instructional methods associated with co-operative learning such as asking the student to write down own thoughts about an identified situation and then making them work in pairs discussing their thoughts. This way, the student can then share group's ideas with the class while the teacher integrates and organizes the different viewpoints (Kohlberg, 1975). Lind (2008) also refers to earlier study: Eisenberg, Carl and Murphy (1995) when they assert that professionals like teachers can reinforce adolescents' growing moral competence by simply noticing and commenting on them during routine contacts, even casually. In general, adults can help facilitate adolescent moral development by modeling altruistic and caring behavior towards others and by helping youth take perspective of others in conversations. The study explores students' views to identify the role of the teacher in their moral competency as the teacher and the student engage both within and outside the classroom and strategies to help strengthen this moral competence.

2.7 Theoretical Framework

The study will adapt Kohlberg's (1963) Theory of Moral Development. Kohlberg's (1958) uses a series of dilemmas to establish the moral reasoning of children and youth. He is not really interested in whether the subject says "yes" or "no" to this dilemma but in the reasoning behind the answer. As a result of this study, Kohlberg (1973) classified the various responses into six stages categorized in three levels:

The first level was identified as the level of Pre-conventional Morality. Here, stage 1 (obedience and punishment orientation) children assume that powerful authorities hand down a fixed set of rules which he or she must unquestioningly obey. Stage 2 was identified as the Individualism and Exchange stage where children recognize that there is not just one right view that is handed down by the authorities. Different individuals have different viewpoints.

The second level was the Conventional Morality level. Here, stage 3 (Good Interpersonal Relationships) children in their teens saw morality as more than simple deals. They believe that people should live up to the expectations of the family and community and behave in "good" ways. Good

behaviour means having good motives and interpersonal feelings such as love, empathy, trust, and concern for others. Stage 4 was identified as maintaining the Social Order stage where one can make a real effort to get to know the other's feelings and needs and try to help. At stage 4, the emphasis is on obeying laws, respecting authority, and performing one's duties so that the social order is maintained.

The third level was the Post-conventional Morality level. Here Stage 5 (Social Contract and Individual Rights) people want to keep society functioning. They begin to think about society in a very theoretical way, stepping back from their own society and considering the rights and values that a society ought to uphold. They then evaluate existing societies in terms of these prior considerations (Colby and Kohlberg, 1983).

At Stage 6 (Universal Principles) Kohlberg suggests people are working toward a conception of the good society. They suggest that we need to (a) protect certain individual rights and (b) settle disputes through democratic processes. According to Kohlberg, this stage defines the principles by which we achieve justice (Kohlberg, 1981).

Of relevance to the current study will be stages **3** and **4** in which the study population-secondary school students- fall – the teenage (15 -20 years).

At this stage, young people think as members of the conventional society with its values, norms, and expectations. They are able to apply the values, the norms and the expectations to argue out their decisions. Furthermore, Kohlberg (1981) says that his stages are not the product of maturation. That is, the stage structures and sequences do not simply unfold according to a genetic blueprint. This assertion further informs the current studies' choice of random sampling as a means of identifying the study sample. The assumption made here is that moral reasoning and judgment has a universal quality.

Kohlberg (1976) also points to change occurring through role-taking opportunities; opportunities to consider others' viewpoints. As children and teenagers interact with others, they learn how viewpoints differ and how to coordinate them in cooperative activities. As they discuss their problems and work out their differences, they develop their conceptions of what is fair and just. The relevance of this assertion to the current study is that teachers often interact with their students in various ways, direct and indirect, verbal and non-verbal, that influence the students' viewpoints of morality. Moreover, Nisan and Kohlberg (1982) suggest that cultural factors, in this theory, do not directly shape the adolescent's moral thought, but they do stimulate thinking. Social experiences can challenge children's ideas, motivating them to come up with new ones. Face-to-face interactions of a group (such as teachers and students) can

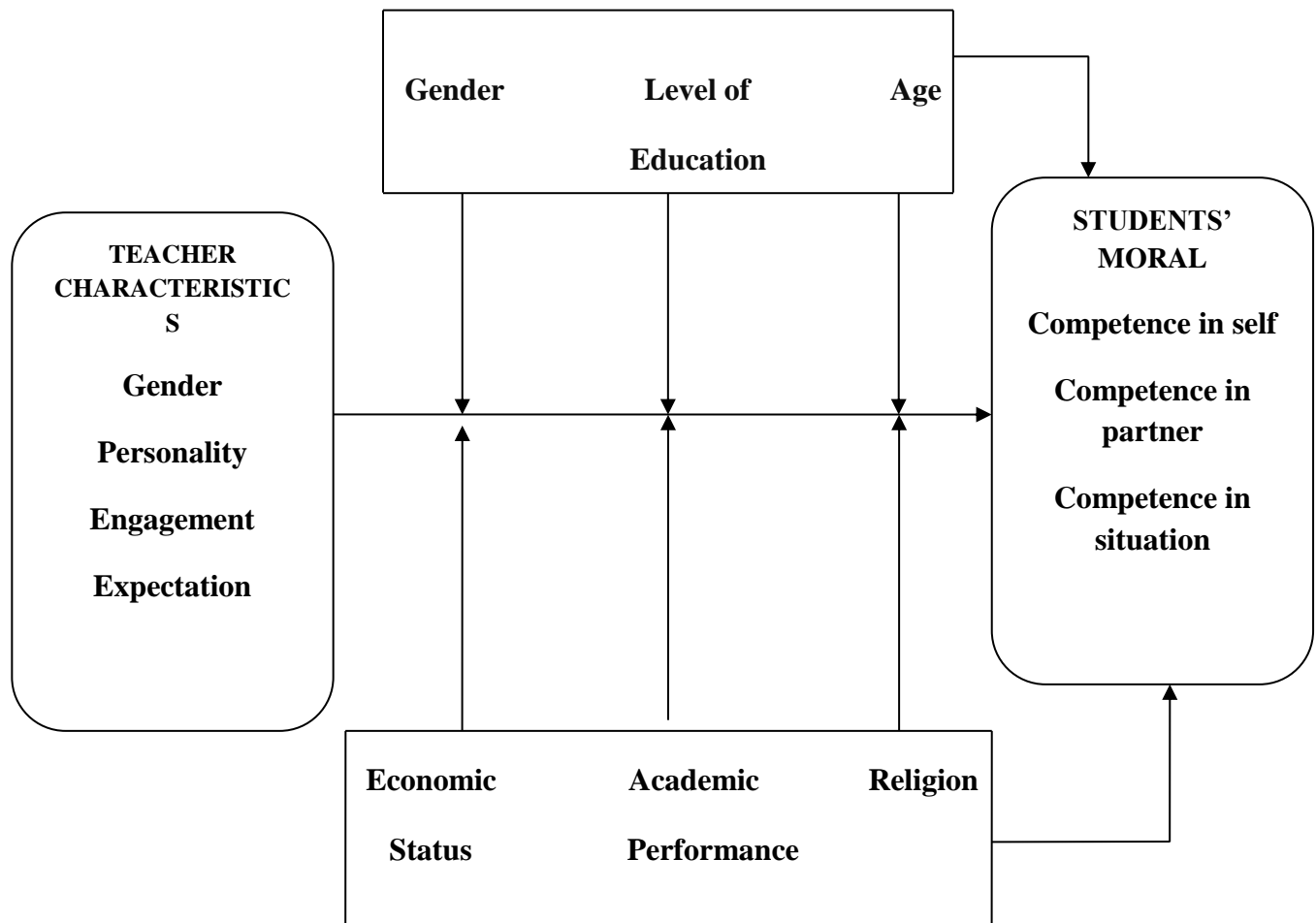
stimulate thinking beyond this stage. Kohlberg's (1975) scale has to do with moral thinking, not moral action. He proposes that moral behaviour is more consistent, predictable and responsible at the higher stages, because the stages themselves increasingly employ more stable and general standards. The study further asserts that moral thought goes through predictable sequence of developmental stages and hence teachers who play a crucial role should listen closely in order to understand students' reasoning and then help them to move to the next level. However, the study also cautions that teachers must balance between letting students make decisions and showing them the limits of their reasoning (Dinama, 2012).

2.8 Conceptual Framework

Sinclair (2007) compares theoretical or conceptual framework to a traveller's travel map or guide that helps with the direction to take. He refers to theoretical framework as a summary of the literature review that describes and defines the relationship of information gathered, proposing potential links of the emerging factors. A conceptual or theoretical framework ultimately clarifies the concepts, assumptions and expectations that will support and inform the research. From the literature review the following framework best represents this relationship between the teacher factor influences on the student moral competence as mediated by the school climate.

The framework (figure 2.1) summarizes the effect of perceived teacher characteristics on the student moral competence. While the perceived teacher characteristics of gender, engagement, personality and expectations serve as the independent variables, the student moral competence depends on their influence, thus, is the dependant variable. Both the teacher and the student interact within the school institution and hence the student moral competence is judged using Kohlberg's' moral development stages of whether the student is at the stage of competence self -level – whether he/she can perceive of the individual as a participant in the moral choice situation and still be sensitive to the second party involved in the conflict. The student is considered as a unique individual but who within the school environment interacts and can be influenced by the perceived teacher characteristics depending on their sex, age and form level. Other mediating factors such as academic performance and economic level which too form integrating determiners of students' views are unlikely to be genuinely and freely identified by the respondents in the interaction and are hence downplayed in the study.

Figure 2.1: Conceptual framework



2.9 Conclusion

The Literature review in the study hence explores different studies to help ascertain points from teacher characteristics perceived to influence the student moral competence as can be tested in the Lind (2008) Moral Competence Test tool and the moral competence interventions as again suggested by various authors and studies. The chapter sums up with theoretical and conceptual framework.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This study investigated the influence of teacher factors on the moral competence of secondary school students in Westlands District, Nairobi County. In this chapter, the methodology for dealing with the study is presented. The chapter captured the research design, study population, sampling procedures, data collection procedure, data analysis procedure and the ethical issues relating to the study.

3.2 Research Design

This study used mixed research design to collect quantitative and qualitative data that was also analysed to produce both quantitative and qualitative results. Mixed method involves using the quantitative instruments and following it with the focus group discussions. According to Creswell (2003) mixed method leads to better understanding of research problem and also better understanding of the results attained.

In this study a questionnaire that included responses to the dilemma situations and the questions on teacher influences were availed to the identified adolescent population. This was to produce quantitative data. Focus group discussions produced qualitative perspectives which are a way to gain insights of the variables. The goal of qualitative method is to find meaning not by interpreting the outcomes, but through the process (Creswell, 2003). Qualitative method, according to Silverman (2013) explores the richness, depth, and complexity of phenomena. It also focuses on examining and understanding what individuals are doing and their interpretation of the social situation by searching for patterns and themes. Using mixed (qualitative and quantitative) research methods in this study therefore, provided the opportunity to examine and interpret perspective patterns of teacher- student interaction and the influence of teacher characteristics on the moral competence of their students.

3.3 Target Population

The study population for this study comprised of public secondary schools in Westlands District, Nairobi County. Westlands District has ten public secondary schools: 3 national schools, 5 county and 2 sub county schools as per the 2014 Westlands sub-county returns. There are boarding and day schools, with only two mixed day schools. Form 3 and 4 (3,400 students) were targeted since Forms 1 and 2 had not had an extended interaction with their teachers. This extended interaction with teachers was vital for

the study because it gave the students enough knowledge of their teachers and teacher characteristics for them to confidently explain the influence these characteristics had on their moral competence. Moreover, extended stay in school exposed the student to more instances of moral dilemmas that they had to make decisions based on the extent of teacher influence. The students in form 3 and 4 fall within the age bracket of 16 -20 which constitutes the average age of students considered in stages three and four as posited by Kohlberg in his stages of moral competence. The students were therefore sampled from: 1 national boy's boarding school – national schools admit students from all over the country; 1 girls' boarding county school which admits students from all over the county; 1 boys' county day school and 1 mixed sub-county day school. In boarding schools, unlike in day schools, students are mostly away from home for a longer time and the teachers do assume the role of the parents or guardian. Data was also collected from a mixed day scholar to balance the gender phenomena.

3.2 Study site

Westlands district, Nairobi County is an administrative centre. It is located to the north-west of the central district of Nairobi. It is a fairly affluent neighbourhood and one of the 8 county administrative divisions. Westlands as a division consists of 6 sub-divisions which are: Parklands, Lavington, Kangemi, Highridge, Kilimani and Kitisuru. It has landmarks like Westgate shopping mall and the sarit centre. The educational office is situated on Waiyaki way, about 5 kilometres from the sarit Centre. It is a small office but is in charge of several public primary and post primary institutions. The four schools in the sample were drawn from: Parklands, Lavington and Kilimani subdivisions. This was to give a variety of different categories of schools. The sample target population was limited to schools within these subdivisions; however, the students like those in the national schools could be coming from other parts of the country or county.

3.3 Sample and Sampling Technique

The researcher used random sampling technique to select 4 public secondary schools for the study in the category of public schools in Westland's district. These were selected from the 10 public secondary schools in Westland's district. Convenient sampling was done to select the schools depending on their population ratio, gender, and if Boarding or Day school. Therefore, one boys' boarding school, one girls' boarding school, one mixed day school, and one boys' day school were sampled to capture the different types of schools in the county. In each of these schools, students were also selected at random from the Form 3 and 4 classes. The researcher liaised with the relevant school teacher to randomly avail any two

groups of Form 3 and 4. Papers with ‘Yes’ (30 ‘Yes’ for F3 and another 30 for F4) were distributed to randomly select the study population willing to take part from both classes. Sixty students per the 4 schools constituted the 240 students (10 schools = about 2400 senior students, hence 10% of 2400 in 4 schools = 240 students). The sample for this study therefore constituted 20 % of the total number of students and 4 secondary schools in the study area. Ramenyi et al (2003) asserts that a sample size of between 10% and 20% is considered adequate for detailed or in-depth studies. Onwuegbuzie and Collins (2007) suggest that sampling in mixed research can be treated separately for the quantitative and qualitative respondents. Hence, for the qualitative data, four groups of about 10 each were further formed from the sample population already identified. These are presented in the sampling frame in table 3.1.

Table 3.1: Sampling frame

Category of school	Total number of schools	Schools in sample	Total no of students F3+4 (approx)	Number in sample	%
Boys boarding	3	1	480	60	12.5%
Girls boarding	4	1	320	60	18.75
Boys day	1	1	320	60	18.75
Mixed day	2	1	320	60	18.75
Total	10	4	1440	240	16.6

3.3.1. Focus Group Sample

From the same sample of 60 students per school who completed the questionnaire, ten students were randomly picked with their consent to participate in the focus group discussion. Those who picked the ‘yes’ paper and were still willing to participate in group discussion were gathered. The first 10 “Yes” papers that wished to remain were allowed to do so for the discussion purpose. At least five form 3s and five form 4s were sought. A total of 40 students (10 from every school) were hence engaged in the focus group discussions. This forms about 15 % of the sample population in the four schools.

3.4 Research Instruments

Being a mixed study method, the study used a self-revealing questionnaire of Lind (2008). This is based on two dilemma situations and students were to respond to the nature of the argument taken to support or counter their view. More questions were added to measure the perceived teacher characteristics' influence of the students' moral competence. The questionnaire and a Focus Group Guide were administered to students.

3.4.1 Questionnaire

The researcher prefers to use a questionnaire for students as it allows for anonymity of respondents and uniformity of questions thus allowing comparability. The questionnaire allows the researcher to be able to solicit the same information from the spectrum of respondents. The questionnaires for this study generated quantitative data. It contained three parts: the first with closed questions to provide demographic data about the students, the second part with open questions to elicit their moral competence level on the hypothetical situations presented. Lind (2008) Standard Moral Judgment Test (MJT) that contains two dilemma situations was used in the second part. These dilemmas confront the participant with highly demanding moral principles. For every dilemma story there are a set of 12 arguments: six favour while the 2nd set are against the workers and the doctor respectively (see appendix 1 Questions: 9-14; 16-21; 24-29; 31-36). The arguments are arranged to represent the different moral qualities of reasoning as described by Kohlberg (1973) six stages of moral development. The participant decides on the difficult moral dilemma then rates the arguments presented in favour or against this decision from I strongly reject (-4) to I strongly accept (+4). The two sets are then matched to represent the level of moral reasoning. The sets of questions according to Lind (2008) were first subjected to an expert rating and empirically tested. The MJT has been used successfully with high school students and across multi-cultured population in 29 countries. The test embodies a moral task and not merely a moral attitude or value. Since morality is believed to have some strong cognitive or competence aspects, it can define a task that can be used to test this competence

For example: Cohen (2011) studies the influence of cues on moral judgment among teenagers. She sampled a small population of 10 participants. The dependent variable was whether or not the participant was willing to take a donation form for the charity of the Food Bank for New York City and consider donating to that charity. The study calculated the c-score of every participant to arrive at the meanscore.

3.4.2 Pre-test of Study instrument

The third part of the questionnaire contains further questions to elicit the students' view of the teacher perceived characteristics. A pre-test of the tools was done in a group that was not part of the study population. This was to ensure that the questions being asked were understood by the participants and also to test if the questions were in line with objectives.

3.4.3 Focus Group Discussion Guide

A Focus Group Guide was used to complement the questionnaire for the students. The guide was to initiate discussions among the group as guided by a moderator. Marczak and Sewell (2008) lists down reasons for Focus Group discussion (FGD) as an instrument to capture more in-depth information on individual perceptions, experiences, attitudes and beliefs on the variable concept. The study also encourages the use of FGD to increase validity of evaluation findings in a mixed method approach. Through discussion, the researcher was able to probe deeply into the students' thoughts and utterances. Groups of 10 were assembled in a convenient place to respond to the guided questions. Data was captured by recording the conversations live and also noting down key revelations. The discussion guide was to gather information on the teacher characteristics identified and the perception the students hold concerning how these factors influence student moral competence.

In-depth attitude and thoughts on other ways of how the perceived teacher characteristics influence students' moral competence were too sought during the discussions.

3.5 Validity and Reliability of instruments

In mixed research, the use of different types of instruments can enhance the validity and reliability of data and their interpretations. The two terms; validity and reliability are explored below in relation to the study.

3.5.1 Validity

An instrument is valid only to the extent that its scores permits appropriate inferences to be made about a group of people for specific purpose. Validity hence, determines how accurately the data obtained in the study represents the variables being researched (Silverman, 2013). Researchers make inferences from measurement results about how much of the variable being measured is present. A researcher's interpretation of a score is valid if it yields accurate conclusions about the variable. In order to validate the instruments the researcher sought expert opinion on the instrument through sharing with the supervisor

for the second part of the questionnaire. Lind (2008) questionnaire is already validated since it has been wholly adopted for this study. The scale measures levels of students' moral competence. The sub-scales of the instrument consist of questions on the four perceived teacher characteristics namely teacher gender, engagement, personality and expectation of the teacher. The students' perception of the teacher's gender, engagement, personality and expectation are perceived to be factors that influence individual adolescent's moral competence.

3.5.2 Reliability

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Reliability estimates evaluate the stability of measures and the internal consistency of measuring instruments (Kimerlin&Winterstein, 2008). In order to establish reliability of the questionnaire instrument as regards the extra questions added (the third part), the researcher administered the instrument to pilot group not included within the population sample. The sample to be used in the pilot test was selected from one mixed school not targeted for the main study. Fifteen boys and fifteen girls from forms 3 and 4 (total of 30 students) were used in this pilot study. With permission granted from the Deputy teacher, the researcher distributed the 30 papers marked with "yes" to the 40 students who were ready to take part in the study. Hence only 30 out of the forty participants were again selected. The participants took about 15 -20 minutes to respond to the questions. The results were later obtained and ascertained the questionnaire as an acceptable tool for a larger population of the same.

3.6 Data Collection Procedures

Primary data for this study was collected through questionnaire which was administered to all the students in the study sample. On the pre-arranged day, the researcher liaised with the responsible teacher to confirm authority to engage the participants in the study. Once the Form 3 and Form 4 students were gathered together in an isolated room, in a school hall or class, the researcher introduced the study purpose and expectations. The researcher then informed the group about the Focus group discussion comprising of 10 students from each form. After this brief, those willing got the chance to pick the papers – 30 for form 3 and another 30 for the form 4. They were not restricted by time but completing the questionnaire took about 20 – 30 minutes. Immediately after answering the questionnaire, a smaller number of 10 participants were then engaged in the focus group discussion. The same participants were able to further elaborate on their feelings and opinion as guided by the moderator. Again, only those willing and picked the papers, with 'Yes' were included in the discussion. These formed discussion

groups of ten each from four schools. A total of four groups (40 participants) helped verify the questionnaire data. A voice recorder was used to capture the discussions while key revelations were also noted to complement the digital appliance. The researcher and a trained moderator found suitable space to lead the discussions. Prior arrangement with the teacher concerned was made on the most appropriate time of the day and venue to carry out the data collection. Data was collected in the evening after classes except in one school where permission was granted on Saturday afternoon when students were free and not in class.

The study included Form 3 and 4 students in public schools which share same curriculum and conditions for registration on entry. These students qualified to be included in the sample if they were admitted in form 1 in the school. To be excluded from the study hence, were Forms 1 and 2 students as well as students in private schools and those who would not give their consent to participate. No student backed out of the sampled group despite being given the chance to do so.

3.7 Data Analysis Procedure

Data in this study was cleaned, organised and coded in relation to the variables of the study. These are perceived teacher characteristics and the students' moral competence. The coded data was then presented in figures tables indicating frequency and percentage responses. Finally, the analysis was presented in thematic patterns in relation to the research objectives. The data collected was two- fold: data on students' moral competence and data on the influence of perceived teacher characteristics on student moral judgment competence. The researcher then organised the responses on the influence of teacher-student interaction based on the four perceived teacher characteristics identified in the literature review namely: teacher gender, teacher expectation, and teacher engagement and teacher personality. The data was further analysed using Pearsons' correlation to establish the correlation between the teacher characteristics and student moral competence as captured by Lind's moral competence analysis grid. A correlation coefficient of 0.5 was considered significant for this study.

3.8 Ethical Issues

The study was carried out in 4 secondary schools within the Westlands district, Nairobi County. Necessary authority to carry out research among high school students was sought from the Westland's district office, and from school administration of every school in the study sample. The participants' consent and freedom to withdraw from the participation was explained and they were too assured of the

confidentiality expected in the study (Kisilu& Tromp, 2006). According to Lind (2008), the two dilemma situations can be presented to teenagers from 13 years. However, the researcher sought authority from the teacher or head of institution that represents the parent in the case of the minor before administering the questionnaire and the focus group. The participant was also guided to sign to guarantee the consent given.

The study was also approved by the Tangaza ethical review board. Raw data collected was safely stored. As the principal researcher, I ensured that the research assistant conducted the study without any intimidation and that confidentiality was observed.

3.10 Conclusion

This thesis is about investigation of the extent to which the teacher characteristics influence the student moral competence according to the student's' perception. From the literature review presented, different countries do acknowledge that it is significant to bring up mature and morally competent adolescents, but there are varying views of how to ensure that this is successfully done. The results of the study which was mainly attained from the students themselves will help the policy makers, teaching institutions and all the other stakeholders that help mould a morally reasoning citizen. Data was gathered during the first school term, in March, 2015.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of this study was to investigate student views on the influence of perceived teacher characteristics on secondary school students' moral competence. Data for the study was collected through the use of a self-revealing questionnaire adopted from Lind (2008); and a focus group discussion guide. In this chapter, the data collected from the respondents is presented and analysed. The presentation of data starts with demographic information solicited from the respondents through the questionnaire. This is followed by the presentation and analysis of data based on student responses to the two dilemmas presented by Lind (2008) and the questionnaire seeking student's views on the perceived teacher characteristics. Finally, the analysis also considered at the responses from the FGDs. For purposes of clarity, the presentation and analysis is done based on the objectives of the study.

4.2 Response Rate

This study sought to collect data from 240 participants. These were students drawn from four schools in Westlands District of Nairobi. The researcher issued 240 questionnaires to the respondents and all of them (100%) returned the filled questionnaires.

4.3.1 Demographic Data

Demographic data sought by the researcher included the respondent's age, gender, current academic performance, religion, and family economic status. The study sought to establish the age of the student respondents in the study sample. The variable of age was significant based on Kohlberg's (1976) categorization of stages of moral development and behaviour. Lind (2008) questionnaire states that any teenager of 13 years and above can be exposed to the two dilemma situation questionnaire tool.

The sample of the study was 240 students from four high schools within Westlands District of Nairobi County. Two of the schools were boys' schools, and the other one was girls' boarding school while the fourth was a mixed day school (Boys and Girls). The total student sample comprised 90 girls (37.5%) and 150 boys (62.5%).

The study sought to establish the age of the student respondents in the study sample. The findings in this regard are presented in figure 4.1.

Data in Table 4.1 shows that the majority of student respondents were aged between 16 and 17 years. Of the students in the sample, a cumulative 82.3% were boys and 89.8% were girls; 15.5% were aged 18; while those aged 19 constituted only 2.6%. This put the majority of student respondents within Kohlberg’s (1976) categorization of teenagers within level 2 of stage. These findings are presented in table 4.1

Table 4.1: Age of the participants

	Age						
Gender	15.00	16.00	17.00	18.00	19.00	20.00	Total
Female	8	55	59	4	1	0	127
	6.3%	43.3%	46.5%	3.1%	0.8%	0.0%	100.0%
Male	3	43	50	14	2	1	113
	2.7%	38.1%	44.2%	12.4%	1.8%	0.9%	100.0%
Total	11	98	109	18	3	1	240
	4.6%	40.8%	45.4%	7.5%	1.3%	0.4%	100.0%

In terms of educational level, 116 (48.3%) and 124 (51.7%) of the participants were in Form three and Form four respectively. Further, the study sought to establish the participants’ academic performance levels. To achieve this, the study required the students to rate their academic performance in terms of their attainment of mean scores. These were calculated as the average mean score of all their mean grades from form 1 to form 3 or four. The researcher acquired the cumulative marks broadsheets that showed whole-form performance from the academic dean’s offices in the respective schools to use to calculate the average mean score for at least 10 – 20 % of the participants. These were then placed on a four point scale between poor (0-40%); and excellent (above 70%). Since the questionnaire was self-revealing, the students

were allowed to make a self-revelation of their academic performance. Consequently, most of the participants evaluated themselves as above average in terms of academic performance 106 (44.2%). See Table 4.2 below.

Table 4.2: Academic performance

Variables	Frequency	Percentage
	N = 240	100%
Below average (0-40mean)	20	8.3
Average (41-55mean)	66	27.5
Above average (56-69mean)	106	44.2
Excellent (70 and above mean)	48	20.0
Total	240	100.0

Majority of the participants were Catholics 85 (35.4%) followed by protestants 72 (30.0%). The least number 5 (2.1) belong to other religion not specified. Table 4.3 below gives a detailed representative figure of the religious background of the participants.

Table 4.3 Religious Background

Variables	Frequency	Percentage
Catholic	85	35.4
Pentecostal	56	23.3
Protestant	72	30.0
Muslim	22	9.2
Others	5	2.1
Total	240	100.0

Finally, the study sought to establish the economic statuses of the families of the respondents. Since students do experience the struggles when basic household needs are hardly met, and will also judge when there is just enough or when there is more than they need for above average and excellent status if they can have access to anything they need. Most of the participants regarded their family economic background to be above average 90 (37.5%) while only 32 (13.3%) were from excellent family economic background. Data in Table 4.4 shows that the majority of respondents (37.5%) come from backgrounds with above average economic status; 34.6% come from average economic status families; while 14.6% are from below average families while 13.3% are from well off families. This finding is important for the study because it reduces the influence of economic status on the final result of the study. Since the majority of students are from average families, it is assumed that the confounder – economic status- had been dealt with. See Table 4.4.

Table 4.4: Family economic status

Economic status	Participants	Percentage (%)
Below average	35	14.6
Average	83	34.6
Above average	90	37.5
Excellent	32	13.3
Total	240	100.0

4.3.2 Focus Group Demographics

From the sample population of the four schools, four focus groups were formed by participants from category school who had also answered the questionnaires distributed before. Membership was on voluntary basis. Only participants who were the first ten that picked the ‘Yes’ paper were included in the groups. The groups took an average of 30- 40 minutes each to discuss as guided by the research assistant. The members of these groups comprised mainly of form Fours who were quick to pick the paper except for group B where only three were form Fours. The age brackets in the groups ranged from 16-19 years. The group demographics are presented in table 4.5.

Table 4.5 Focus Group Demographics

Group Type	Type of School	Number of Boys	Number of Girls	Total
A	Boys Boarding	10	-	10
B	Girls Boarding	-	10	10
C	Mixed Day	6	4	10
D	Boys Day	10	-	10
Total		26	14	40

4.4. Students' moral Competence

The first study objective was to determine the moral competence level of the students in Westlands District in Nairobi. The current study thus established that the moral competence level of the participants at 26.642% which according to Kohlberg scores falls under "medium" (10-29) range in which most (educated) people seem to be. Table 4.6 below gives representative information of the general mean scores and specifically the general mean score of all the participants.

The study sought to establish the moral competence of the students in the study sample based on Lind's Moral Judgement Test that was administered to all the student respondents for this study. This was a crucial step in ascertaining whether or not the students met the threshold in making the judgement of the teacher characteristics indicated in 4.3 above as well as conform to the moral competence category proposed by Kohlberg. In order to score the students' moral competence, the study calculated individual student C-scores based on their responses to the moral dilemmas as presented by Lind (2008). Lind (2008) asserts that the C-score is the most significant index of the participants' moral judgement. Further, the C-score indicates the degree to which the participants accepted or rejected the arguments with regard to the moral issues raised on the moral dilemmas given.

In order to arrive at the C-score for each student respondent, the researcher adopted Lind's (2008) hand calculation of the C-score. Participants were required to indicate the extent to which they agreed with the actions stated after each dilemma on a scale of 0 to +4 if they agreed (pro arguments); or 0 to -4 if they disagreed (con arguments). On this scale, +4 indicated total agreement while -4 indicated total disagreement. The analysis first captured the distribution of responses with regard to the two dilemmas presented for each participant. The c-score can be mathematically presented as follows:

C-score = stage sum of squares divided by total deviation sum of scores. Stage sum of squares is the summation of all items of the pros and con scores then squared, while total deviation sum of scores is the summation of all squared subtracted from the mean sum of the squares (see appendix 4 for sample calculation). The findings are shown in table 4.6.

Table 4.6: the distribution of participants' responses of the pros and cons to the two dilemmas

Pros and cons	-4	-3	-2	-1	0	1	2	3	4
Workers dilemma	48	36	52	34	29	5	7	15	14
Doctors dilemma	23	15	24	13	24	29	40	47	25

This distribution indicated that most students held a polarised attitude to the stealing behaviour of the workers in the first dilemma whereas they were somewhat tolerant to the doctor's actions in the second dilemma. The data shows that a cumulative total of 170 participants favoured the con- arguments as opposed to the 41 who favoured the pro-arguments in the worker's dilemma. Conversely, 141 participants favoured the pro-arguments in the doctor's dilemma as opposed to 99 who favoured the con-arguments in that dilemma.

After collating all the responses to the dilemmas, the study embarked on calculating the C-scores for each participant. These responses were converted to C-scores (which measures the degree to which a subject's judgment about pro and contra argument is determined by the subject's own moral point of view). There was evidence that 14 participants (5.8%) did not concentrate while responding to the dilemmas and hence tended to give outrageous responses by ticking only one value throughout, some never completed while others ticked two or more values. Table 4.7 below shows the general distribution of the C-scores for the participants.

Table 4.7 Distribution of the C-scores

C-Score range	0-9	10-19	20-29	30-39	40-49	Above 50	Not calculated	Total
No. of participants	80	62	31	36	13	4	14	240
Percentage (%)	33.3	25.8	12.9	15.0	5.41	1.7	5.85	100

In the distribution, 80 participants attained C-scores between 0 to 9, 62 scored between 10 to 19; 31 scored between 20 to 29; 36 scored between 30 to 39; 13 scored between 40 to 49; while 4 scored above 50. Lind (2015) indicates that, in general, a C-score between 0 and 9 can be interpreted as "very low" or "zero moral competence", between 10 and 29 is the "medium" range in which most (educated) people seem to be. All scores of 30 and above can be considered as "high moral competence" based on Lind's perception. 93 participants had scores between 10 and 29. This constituted 38.8% (or 41.15% when the 14 participants whose c-scores were not calculated are excluded) of the total participants for the study. In this regard, they belonged to the medium range moral competence; while 53 (22%) were of high moral competence. Hence, a cumulative total of 60.8 % of the participants displayed significant moral competence. The 38.2% who displayed low moral competence were representative of the number of students who have difficulty making moral judgment in our schools.

4.5.1 Teacher characteristics perceived to influence moral competence of secondary school students

The second objective of the current study was to examine perceived teacher characteristics that influence students' moral competence. It is therefore imperative to examine student perceptions of these teacher characteristics as a preamble to examining the effect they have on students' moral competence in secondary schools. In this regard, findings from focus group discussions as well as the quantitative findings are presented.

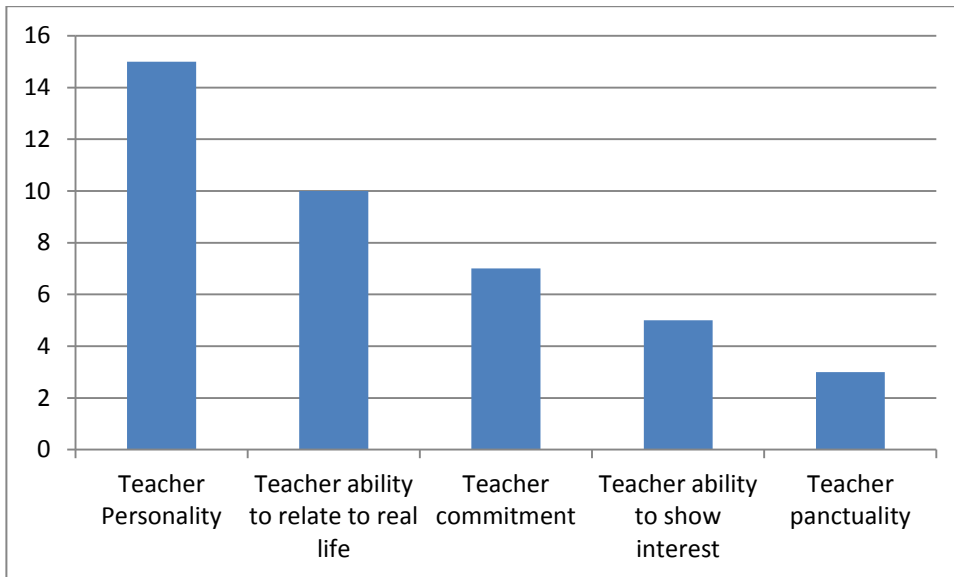
4.5.2 Students' views of the perceived teacher characteristics on the students' moral competence

The common responses by the focus group discussion participants on the teacher characteristics they perceive to influence their moral competence included: teacher personality, teacher commitment,

teacher punctuality teacher's ability to relate to practical life, and also teacher's ability to show interest in the students' point of view. The participants would further explain that confident and firm teachers often acted as role models and would influence the way they students argued out cases (moral judgment). When a teacher came punctually to class or to other school functions, the students would be forced to do likewise and even disagree with those who would come late and interfere with or drag such a teacher behind. The teacher's commitment to work or follow-up on previously given group or individual assignment would keep the students alert and influence commitment to the work too. The participants concurred that a teacher who showed interest or was patient to listen to the student's reasoning out would clearly influence the students' tendency to express their view and hence provide a powerful interactive stimulus to their moral competence in school. The participants reviewed that sometimes one would find themselves adopting a teacher's way of moral reasoning without being conscious of it, while at times students may be heard quoting some of their teachers when trying to disagree or support a particular line of argument, and hence developing ability to reason out by applying learnt values and principles.

Further, in the focus group guide, the study asked the participants to rank the teacher factors according to their level of influence on students' moral competence. In their ranking, teacher personality was ranked first; teacher engagement second; teacher commitment third; while the ability of the teacher to apply knowledge to real life situations was ranked fourth. Figure 4.1 shows the responses on the ranking of these teacher characteristics according to the participants' perception of the influence they have on student moral competence.

Figure 4.1. Ranking of perceived Teacher characteristics that influence moral competence



Student view on perceived teacher characteristics that influence the student moral competence was also collected through the questionnaire (see appendix 1 section c). The student views were captured on a four point scale between totally agrees, agree, disagree and totally disagree. These were rated 1 for totally disagree; 2 for disagree; 3 for agree; and 4 for totally agree. The responses with regard to the student perceptions are presented in table 4.8.

Table 4.8. Correlations Matrix for the Variables

	D. Mean	T.GEN	T.EN	T.PER	ST.EXP	Age	Lev. Educ.	Gender	.Pers.	Relig.	Fam. Ec.
D. Mean	1										
T.GEND	-.020	1									
T.ENG	.138*	.019	1								
T.PERS	.202**	-.039	.127*	1							
T.EXP	.024	-.004	.261**	.057	1						
Age	-.100	-.001	.010	-.072	.084	1					
Lev. Educ	.063	-.076	.018	.059	.029	.591**	1				
Gender	-.141*	.022	-.050	-.105	.065	.156*	-.043	1			
Ac.P	.126	-.016	.066	-.004	.046	-.059	-.058	.032	1		
Religion	-.228**	-.065	-.013	.006	-.057	.019	-.098	.026	-.084	1	
Fam. Eco	.157*	.070	-.029	-.045	-.051	.036	.088	.054	.042	-.055	1

** = p< 0.01, * = p<0.05,

D. Mean = Dilemma mean scores, T.GEN = Teacher gender influence, T.EN = Teacher engagement influence, T.PERS = Teacher personality, Lev. Educ. = Level of education, Ac. P = Academic performance, Fam. Ec = Family economic status

The study findings show that there are significant positive correlations between the mean dilemma scores and the participants' perception of their teachers' personality and engagement. This finding therefore answers the second study objective. It is found that the personality of the teacher has a great

influence on a student’s moral competence ($r = .202, p < 0.01$), while teacher engagement is ($r = .138, p < 0.05$). The inter-correlation among the four elements were also found in the current study to be at quite an average level with teacher expectation and engagement inter-correlated at a Cronbachs (α) $r = .262, p < 0.01$ and the personality and engagement, $r = .127, p < 0.05$. It is therefore clear that two of the factors predicting moral competence in Lind’s scale are inter-correlated. For teacher personality variable, the following two items were scored highest basing on participants’ level of agreement. See Tables 4.9 and 4.10.

Table 4.9 Teacher personality and students’ competence level

My teacher allows me a great deal of freedom while making a few demands on my behavior					
Variables	Totally Disagr	Disagree	Agree	Totally agree	Total
	Female	16 12.6%	37 29.1%	48 37.8%	
Male	14 12.4%	37 32.7%	40 35.4%	22 19.5%	113 100%
Total	30 12.5%	74 30.8%	88 36.7%	47 19.6%	240 100%

Table 4.10 further shows students' level of agreement to the specific teacher personality item. The score reflects that majority of the participants 106 (44.2%) agree, while 62 (25.8%) totally agree. See Table 4.10.

Table 4.10. Teacher personality and students' competence level

		The teacher encourages verbal give and take, and shares with students				Total
Variables	Totally Disagree	Disagree	Agree	Totally agree	Total	
Female	16 12.6%	27 21.3%	48 37.8%	36 28.3%	127 100%	
Male	9 8.0%	20 17.7%	58 51.3%	26 23.0%	113 100%	
Total	25 10.4%	47 19.6%	106 44.2%	62 25.8%	240 100%	

Similarly, teacher student engagement is also reported in the study as a predicting factor towards the participants' moral competence ($r = .138, p < 0.05$). The information in table 4.10 indicates that the more supportive interaction students have with the teachers, the more level they engage and even work harder. The scores in this table produced a significant Pearson's value of 0.002 despite the small Chi-Square result ($\chi^2 = 14, df = 3, p = 0.002$). Nevertheless, it answers the study objective that sought to find out the teacher characteristics that influence students' moral competence.

Table 4.11 The teacher engagement and students' moral competence

Students who have supportive interaction with a teacher are more engaged, work harder					
Variables	Totally Disagree	Disagree	Agree	Totally agree	Total
Female	2 2.2%	5 5.6%	53 58.9%	30 33.3%	90 100%
Male	14 9.3%	13 8.7%	53 35.3%	70 46.7%	150 100%
Total	16 6.7%	18 7.5%	106 44.2%	100 41.7%	240 100%

However, a subsequent cross-tabulation analysis also revealed that the social interaction between students and the teachers has a great influence on the students' level of moral competence. The majority of both male and female participants agreed with the fact that social interaction a teacher has with students influences their moral competence (see Table 4.12).

Table 4.12 The quality of social interaction a teacher has with a student influences their moral conduct

Variables	Totally Disagree	Disagree	Agree	Totally agree	Total
Female	17 18.9%	28 31.1%	30 33.3%	15 16.7%	90 100%
Male	11 7.3%	39 26.0%	76 50.7%	24 16.0%	150 100%
Total	28 11.7%	67 27.9%	106 44.2%	39 16.3%	240 100%

The table 4.11 also produced a small Chi-Square test of 10.806 yet with a significant p value ($\chi^2 = 10.806$, $df = 3$, $p=.013$).

On the same note, the study reports a significant negative correlation between individual dilemma mean scores and gender ($r = -.141$, $p < 0.05$). The results for independent t-test indicated a significant negative correlation between female (29.8, $SD = 16.5$) and the male participants (24.8, $SD = 17.3$), $t(238) = 2.204$, $p = 0.02$. The independent sample t-test carried out thus, indicates that as the female participants show a more moral competence towards the prevailing dilemma, the more the male participants had decreased level of competence towards the same.

4.6 Findings from the focus group discussion

This section presents findings with regard to objective three of the study which sought to identify interventions in teacher characteristics that influence student moral competence. In the focus group

discussions students tended to focus on the strengths and weakness of their teacher that help develop their moral competence. Teachers should apply more practical situations for the classroom. The example they use should be with what the students can relate and they should attempt to find out what happens outside the classroom like what is trending in the media, and make a discussion about it seeking students' opinion about it.

4.6.1 Verbal give and take

One of the female participants emphatically said: *“We want to hear more of the wrong decisions made by others and some of the consequences may help guide us in our own decision-making situations.”* The teacher should be flexible to make us have peer group discussions even in official classroom settings. Listening to another female participant from group B who strongly echoed: *“I want others to listen to my thinking about issues as I listen to theirs and hence know where I stand.”*

4.6.2 Invoking decision making/Counselling

Another very common idea among the participant's views of intervention on their moral development evolved around the benefits of counselling. In all the group discussions, most of the participants had seen teacher counsellor to help them make decisions in life. Majority of the students who contributed to this felt that one to one sharing with the teacher encourages them to widen moral horizon. Reporting from one of the female students from group B strongly recommended: *“There should be more counselling and motivational time to help sharpen our thinking ability as varied issues are also touched. I want to know how to deal with a relationship that affects my academics.”*

Students were of the opinion that moral competence should be taught but not be examined, since it is to help them relate better with the whole community.

4.6.3 Informal dilemma situation discussion

Teachers should try to empathise with the students; they should try to see their perspective too. *“When I am late, I do not expect my teacher to just hit me but to seek my explanation first. This is what my counsellor teacher would do for me: ask me to narrate the situation leading to my coming late. My teacher's behaviour is sometimes governed by her moods and needs and so at such times she refuses to listen, she refuses to acknowledge my being as a student.”* The teacher may lack patience, empathy, consistency and hence be less sensitive to student's views. This therefore contradicts the teachers' responsibility of being a role model to the student's moral conduct.

When teachers handle small groups of students, the students feel more engaged and freer to share their views. This in turn enables them to have a wider view of situations and this will reflect in the way they make their decisions. A participant from discussion group A who informed the group that he was an average performer in class brought in the strategy of mentor-mentee as handled by teachers in their school.

“I feel the school has helped me grow in my ethical problems. We are few in the school family group, we are four and so students are free to share even very intimate problems and from the way the teacher responds, we feel ready and knowledgeable in handling similar situations. Some of these problems are sex, drugs and even alcohol issues.”

Teachers need to be refreshed in ethical matters for the more they are exposed, the more they are useful to the students who struggle with various issues which if not resolved will interfere even with their performance.

Hence, when asked to rank the teacher characteristics that influenced their moral reasoning in the focus groups students ranked teacher personality first; teacher engagement second; teacher commitment third; while the ability of the teacher to apply knowledge to real life situations was ranked fourth.

4.7 Summary of Findings

From both the quantitative and qualitative results, the study reports similar outcome on perceived teacher characteristics that influence student moral competence in secondary schools in Westlands district. In terms of demographics, the 240 participants had an average age of between 16 – 17 years and evaluated themselves as above average when it came to family economic background and academic performance. Most participants were boys and Catholics. Based on the Lind (2008) tool the mean moral competence was found to be 26.64.

According to the participants, teacher personality ($r = .202$, $p < 0.01$) scored highest as an influence to student moral competence followed by teacher engagement at ($r = .138$, $p < 0.05$). Sharing and invocation of decision – making, or counselling formed some of the common themes as interventions to improving teacher characteristics that create an impact on student moral competence ability.

CHAPTER FIVE

DISCUSSION OF FINDINGS,

5.1 Introduction

This chapter gives an overview of the general findings of students' moral competence in relation to the moral dilemma issues. The chapter gives an in-depth discussion of the study findings, in relation to the research questions and objective; theoretical framework; and literature review. The chapter also captures recommendations in theory improvement. In this section the findings of the study are discussed based on the research objectives

5.2 Discussion of Findings

Following the presentation of data done in chapter four, this section discusses the findings of the study with regard to the study questions the study sought to answer.

5.2.1 What is the level of students' moral competence in Westlands District of Nairobi?

The aspect of student moral competence constituted the first objective of the study. The researcher set out to establish this by use of Lind's (2008) Moral Judgement Test. The establishment of students' moral competence was essential for the study because it laid the basis for students' aptitude in handling the study as respondents. Based on the C-score analysis, the study found the majority of participants scored above 30 which placed them in the category with high range moral competence. This finding corroborates Lind's (2015) assertion that the behaviour of people with a score higher than 30 is really guided by moral considerations (at least to a large extent). It reflects that most participants showed most preferences for arguments referring to advanced levels of moral reasoning: Kohlberg's stages 3 and 4 when people consider a conventional society with values and norms and they apply these in their decisions. The students show competence in partner and in situation when they respond to the pro and counter arguments. This finding lends credence to the data gathered in the study since the students who participated were of medium to high moral competence. Moreover, the finding helps prove that majority of the students in the sample had the level of moral competence required for them to effectively deal with the moral dilemmas in the instrument.

However, 38.2 % of the participants scored c-scores of between 0 – 9 and according to Lind (2015) can be interpreted as 'very low' or 'zero moral competence'. This attests to the findings of Podolskij and Karabanova (2003) that moral competence is a process and that some adolescents may find

it difficult to identify the moral content of a practical social situation. Results also reveal a few inconsistent responses to the dilemma stories and could be attributed to participants that could be more interested in the manner of presenting the moral problems and hence lose on putting considerable effort while tackling the arguments.

5.2.2 What are the perceived teacher characteristics that influence students' moral competence?

The researcher set out to identify teacher characteristics that influence students' moral competence. It was necessary to examine student perceptions of these teacher characteristics as a preamble to examining the effect they have on students' moral competence in secondary schools. The study found that teacher personality was the most influential teacher characteristic with regard to students' moral competence. This was confirmed both through the questionnaire and through the focus group discussions. This finding corroborated Hughes (2002) in his assertion that individual teacher personality played a sizable role in determining a teacher's particular style of interaction and its influence on the lives of students beyond simple subject matter. This finding further concurs with the view posited by Weinstein (2004) that the teacher can consciously or unconsciously take this opportunity to mould the student's reasoning values through various interactions that provide the students with avenues to learn moral behaviour as well as to display moral competence, or the ability to seek solutions to two morally difficult situations by aptly supporting the decision reasonably and consistently while at the same time understanding the differing opinion. Moreover, there was significant statistical correlation between teacher personality and the students' moral competence among high school students in Nairobi Westlands District. The statistical finding was but a confirmation of the findings within the focused group discussions that revealed that the majority of the participants regarded teacher personality as influencing their moral competence.

The study also found teacher engagement to highly influence student moral competence. According to the data gathered in the study, teacher engagement was viewed to encompass teacher closeness to the students, listening, discussing moral issues and giving insights into ways of dealing with moral issues through real life experiences. This finding seems to indicate a limitation on the definition of teacher engagement earlier envisioned for this study and derived from Fredricks, Blumenfield & Paris, (2004). They see teacher engagement as cooperative participation, conformity to classroom rules and routine, persistence, and effort. This finding sees it as entailing teacher closeness to the student rather than maintenance of classroom rules. However, this finding agrees with Liberante (2012) who asserts that the

quality of students' interaction with their teachers in the right school environment has important implications for positive changed behaviour patterns. This finding was further realised in the statistical analysis which showed significant correlation between teacher engagement and students' moral competence level at a significance level of ($r = .138, p < 0.05$). This study finding therefore states that these two teacher characteristics are very crucial in a student's life especially with regard to his or her level of moral competence. The study further found that confident and firm teachers often acted as moral role models and influenced the way they made their moral judgements. This finding corroborates the assertion made by Hughes (2002) that a teacher influences the lives of students beyond simple subject matter. Most students viewed teacher commitment in the same light as teacher engagement. This finding clearly relates to what Fredricks, Blumenfield and Paris, (2004) opine to relate to teacher engagement. In their opinion, students who have supportive interaction with a teacher are more engaged in that they work harder in the classroom, persevere in the face of difficulties, accept teacher direction and criticism, cope better with stress, and attend more to the teacher (Little & Kobak, 2003).

Despite some earlier studies, for instance in Monsefi and Hadidi (2015) which reported that teachers' gender affects the teacher-student interaction, the current study has rather no significant influence of the gender of the teacher on the students' moral competence. This difference could be attributed to the fact that the current study examined the characteristics from the students' perspective unlike the previous studies that used teachers as study participants. Another contributing factor to this finding is the fact that students are first interested in the teacher's strength and skill before they consider their gender. Laird, Garver and Niskode (2007) study states the difference where the female teachers tend to use a more student-oriented style that stresses relating to the student more than the male counterpart, however, this study result overlooks the gender but prefers the free interaction between the teacher and the student. Hence, the high score on teacher supportive and expressive interaction.

5.2.3 What interventions should be used to improve the perceived teacher characteristics that influence students' moral competence?

The aspect of interventions into perceived teacher characteristics and their influence on student moral competence constituted the third objective for the study. In this regard, the study sought to establish, from the participants, ways in which teachers can improve on these teacher characteristics to better influence the moral competence of their students. The data in this regard was mainly sourced from the focus group discussions. The study found that students tended to focus on the strengths and weakness

of their teachers that help develop their moral competence. The study found that use of more practical situations for the classroom teaching was significant in characteristics that influence the students' moral competence. However, these should be relevant to the students' experiences. This finding is in tandem with Lind (2010) who indicates that the effects of teaching on moral development are the stronger the less the teacher talks and the more opportunities for responsibility-taking and thinking he or she gives to the students.

The study also found that teachers should try to empathise with the students and see their perspective too. This not only enhanced openness but made the students more receptive and ready to learn from the teacher. This finding relates to Blatt & Kohlberg's, (1975) first principle of moral dilemma discussion which asserts the principle of democratic learning community of teachers and learners based on mutual respect and justice. Similarly, Ryan and Patrick (2001) assert that students believe that they are encouraged to know, interact with and help classmates during lessons, when they view their classrooms as a place where their ideas are respected and not belittled, when they perceive their teacher as understanding and supportive.

5.4. Revisiting Theoretical framework

This study adapted Kohlberg's (1963) Theory of Moral Development. The moral development theory is classified into six stages and categorised in three levels. This theory operates on the assumption that there are six stages of moral development. Relevant to the current study are stages **3** and **4** in which, the study population; secondary school students fall. At this stage, young people think as members of the conventional society with its values, norms, and expectations. In the Lind (2008) Moral Competence Test, Kohlberg's stages are integrated and hence with a mean C-score of 26.6 which Lind also rates as high, the participants confirmed their moral development upwards. Kohlberg (1976) also points to change occurring through role-taking opportunities; opportunities to consider others' viewpoints. As children and teenagers interact with others, they learn how viewpoints differ and how to coordinate them in cooperative activities. As they discuss their problems and work out their differences, they develop their conceptions of what is fair and just. This is echoed in the group discussions where most participants expressed their wish to be provided with a situation where they are able to share with fellow students under the guidance of the teacher to further build on their confidence in the decisions taken.

The relevance of this assertion to the current study is that teachers often interact with their students in various ways; direct and indirect, verbal and non-verbal, that influences the students' viewpoints of

morality. Teacher personality and engagement have significant impact on the students' moral competence as they continue to interact within and outside the classrooms, both in academic and social issues.

Nisan and Kohlberg (1982) earlier on suggested that cultural factors, in moral development theory, do not directly shape the adolescent's moral thought, but they do stimulate thinking. This theory has thus, informed this study from the view point that as teacher and student interact, teacher personality plays a key role in their moral thinking. Engagement or constant commitment from the teacher gives the students deeper insights in meeting expectations in life. Face-to-face interaction with teachers thus, enables them to think beyond the now and so maintain a more constant moral behaviour.

5.5 Revisiting Conceptual Framework

The main concept of this study was clarified on the basis that the perceived teacher characteristics have significant influence on the student's moral competence. It was thus clear that the concepts, assumptions and expectations of the study were met or supported by the fact that teacher personality and engagement do indeed impact their moral competence. Hence, student teacher interaction has an influential base on how the student would rightly respond to the moral dilemma issues.

Again the perceived teacher characteristics; gender, engagement, personality and expectations served as the independent variables, the student moral competence solely depended on their influence, thus, is the dependant variable. The interaction between the teacher and the student takes place within school settings and according to Lind (2008), the moral competence of the student is judged using Kohlberg's' moral development stages of whether the student is at the stage of competence self -level-whether he/she can perceive of the individual as a participant in the moral choice situation and still be sensitive to the second party involved in the conflict. The two dilemma situations of the doctors' reaction and the workers' reaction were thus used to establish a clear understanding of the interaction between the teacher and the students.

It was therefore from this conceptual framework of the teacher characteristics influencing the students level of moral competence that the current study found out that teacher personality and engagement are key factors. The two perceived teacher characteristics (teacher personality and engagement) influence students' moral competence. The student is a unique individual who within the school environment interacts and can be influenced by the perceived teacher characteristics depending on their sex, age and form level.

Other mediating factors such as academic performance and economic level which too form integrating determiners of students' views were earlier on thought to unlikely be genuinely and freely identified by the respondents in the interaction. In the current study however, some mediating variables were found to be correlated with students' level of moral competence. For instance the participants' family economic background was found out to be significantly correlated with their level of moral competence ($r = .157, r < 0.05$). This finding therefore goes against that of Desplaces, Melchar, Beauvais, and Bosco (2007). Their study among 899 undergraduate business students of three universities in the northeastern region of the U.S. was reported to almost have no correlations of moral judgment competence (C-score, MCT) with age ($r = .08$) and gender (0.01).

CHAPTER 6

CONCLUSION

6.1 Introduction

This chapter seeks to draw conclusions of the findings of the current study. It is therefore presented in the form of the limitations to the study, recommendations and reflexivity upon the general study findings.

6.2. Limitations to the Study

There are a few limitations to this current study. In as much as the sample size (240) was taken to be, it is nevertheless not representative of the target population of all the high school students of Westlands districts of Nairobi. The researcher took but just a small sample from four high schools within Westlands districts, most of the participants turning out to be boys and thus limiting the possibility of equal gender participation in the study. The study used a cross-sectional study design comparing perceived teacher characteristics and the students' moral competence level when judging the two dilemma situations. This study design thus, points to the fact that the cause and effect relationships for the participants choices are not determined due to the absence of longitudinal design.

The sample size of 240 students was to some point overwhelming for the researcher and it was also hard getting permission from the school administration. It took several visits to the schools before the researcher was granted the permission to meet with participants. Besides this, most of the participants from the chosen schools were not readily willing to disrupt their programmes to take part. In the month of March most of the students were either doing exams or preparing to do so, hence special arrangements were to be done. It therefore called for patience and humility to convince the school administration to allow the research to take place.

It was also realized that most of the students took advantage of the self-report questionnaires and thus, allowing in some cultural biases. This was specifically identified when some known students would lie about their level of education due to their age. When it came to performance level those who consented to take part were informed that a sample of their information would be verified from the school record. To do this the teacher in charge of exams' permission was sought. In three schools this was easily done. Where the age of the participants is incongruent with their level of education they managed to put a higher level. Other participants were also shy to correctly identify their family economic status. Hence, the

instruments seemed to have allowed for some degree of social desirability to come along the measurements.

6.2. Recommendations

The limitations in the current study calls for some other studies to be carried out in the future that can help bridge the gaps. Other studies could thus be done to try and find out the cause and effects for the students' choice of answers especially with regard to teacher personality and engagement. That is, trying to find out why the participants most preferred teacher personality and engagement as opposed to gender and expectation as influencing their moral competence. To fill the gap, gender can also be considered as an isolated factor that influences the moral competence of adolescents.

Some other factors could also be put into consideration when looking at students' moral competence; such as the learning environment, parental involvement and other supportive individuals in their moral development.

Since this study also used but a cross-sectional study design, there is need to in future to carry out a longitudinal study. This will determine the cause and effect of relationships in helping understand why particular students prefer one teacher characteristics as opposed to another. In future studies, researchers may use a more comfortable sampling procedure that would allow for easy access to the participants. Hence, taking a more representative sample from across the country could give more preferable findings.

6.3. Reflexivity

Coupled with the limitations and the fact that the current study was done within school institutions, the researcher sees it worthy having reflexivity. The school institutions most often than not, place emphasis on academic performance of the students over their moral competence, hence, raise concern in the current study. Some of the interventions mentioned in the discussion groups are worth implementing for the better of the students' welfare and growth.

It is clear that there were already other studies done among the Kenyan population but with some limitations, the current study finding is now adding the already existing literature of students' moral competence.

Dealing with adolescents may sometimes be challenging, but this does not call for change of attitude among teachers. The students are in constant need of their teachers' availability, support, corrective relationship among others so as to enable one attain the expected level of moral competence.

Academic performance should thus not overshadow students' moral development in school settings. The current study is a further call that all students should try to attain positive relationships with their teachers; gender, expectation, personality and engagement of the teacher must be integrated so as to attain a holistic student achievement.

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Appendix 1 Students' Questionnaire

Tangaza University College – CUE

Participant's Consent Form

This trial study is being conducted by the student of Masters of Counselling Psychology, Tangaza University College.

- It has been approved by the MA Coordinator and Research Supervisor, (Contact: iysma@tangaza.org).
- The study may have psychological distress as a risk, if the participant is uncomfortable talking about the dilemma situations. However, I am a counselling psychologist student and will be ready to give any support or refer you to a colleague. The study contains no known deception. It takes approximately 15 minutes to take part in the present phase of the study.
- The task requires a participant to answer a series of questions.
- All responses are treated as strictly confidential. No participant's results will be presented individually but only in aggregate form.
- Participation in this study is voluntary and there will be no monetary compensation. A refusal to take part will not lead to an individual being penalized in any way, and all participants have the right to withdraw themselves and their data from the study at any time.

Name of Researcher:.....

Position of Researcher:.....

Address and Telephone number of the college: Tangaza University College, Langata, Nairobi, Kenya 15055 – 00509.

Signed by ResearcherDate:

Statement to be signed by the participant:

- I confirm that the organizer has explained fully the name of the project and the range of activities which I will be asked to undertake and that I have received and information sheet.
- I confirm that I have adequate opportunity to ask questions about this project.
- I understand that my participation is voluntary and that I may withdraw at any time during the project, without having to give a reason.
- I agree to take part in this project by filling in the questionnaires.
- Signed by Participant: Date.....

SECTION A: DEMOGRAPHICS

Please answer the following questions as accurately and honestly as possible.

School..... Admission number..... 1. Age: 2. Form:

(In the following details, kindly tick the most appropriate choice)

3. **Gender:** Female

Male

4. **Current academic performance:**

Below average: (0-40 mean marks)

Average: (41-55 mean marks)

Above average: (56-69 mean marks)

Excellent: (70 and above)

5. **Religion:**

Catholic

Pentecostal

Protestant

Muslim

Others

6. **Family economic status: (in terms of income, household assets and other wealth indicators)**

Below average (Hardly get basic needs)

Average (have enough basic needs to survive)

Above average (have more than enough basic needs)

Excellent (have access to anything they need)

SECTION B

. Please do not take too much time with any one item. Try to give an immediate answer and not think too long about your answer or its implications.

. You may not answer this questionnaire if below the age of 18 years.

Study the following two dilemma situations then respond to the questions.

I. Workers' Dilemma

Due to some seemingly unfounded dismissals, some factory workers suspect the managers of eavesdropping on their employees through an intercom and using this information against them. The managers officially and empathetically deny this accusation. The union declares that it will take steps against the company when proof has been found that confirms these suspicions. Two workers then break into the administrative offices and take tape transcripts that prove the allegation of eavesdropping.

	I strongly Disagree	0	I strongly agree
7. Would you agree or disagree with the workers behavior.....	-3	-2	-1 0 +1 +2 +3
(Tick the appropriate number depending on the degree of your agreement or disagreement.)			

	I find the argument.....	0	+1	+2	+3	+4
8. How acceptable do you find the following arguments in favour of the two workers behavior? Suppose someone argued they were right.....	<i>Completely unacceptable</i>					
	<i>Completely acceptable</i>					
9. Because they did not cause much damage to the company.....	-4	-3	-2	-1	0	+1 +2 +3 +4
10. Because due to the company's disregard for the law, the means used by the two workers were permissible to restore law and order.....	-4	-3	-2	-1	0	+1 +2 +3 +4
11. Because most of the workers would approve of their deed and many of them would be happy about it.....	-4	-3	-2	-1	0	+1 +2 +3 +4
12. Because trust between people and individual dignity count more than the firm's best.....	-4	-3	-2	-1	0	+1 +2 +3 +4

13. Because since the company had committed an injustice first, the two workers were justified in breaking into the offices..... -4 -3 -2 -1 0 +1 +2 +3+4
14. Because the two workers saw no legal means of revealing the company's misuse of confidence, and therefore chose what they considered lesser evil -4 -3 -2 -1 0 +1 +2 +3+4
-
- I find the argument.....**
15. How acceptable do you find the following arguments against the two workers behavior? Suppose someone argued they were wrong..... *Completely unacceptable*
Completely acceptable
16. Because we would endanger law and order in society if everyone acted as the two workers did..... -4 -3 -2 -1 0 +1 +2 +3+4
17. Because one must not violate such a basic right as the right of property ownership and to take the law into one's own hands, unless some universal moral principle justifies doing so..... -4 -3 -2 -1 0 +1 +2 +3 +4
18. Because risking dismissal from the company is unwise because of other People..... -4 -3 -2 -1 0 +1 +2 +3 +4
19. Because the two should have run through the legal channels at their disposal and not committed a serious violation of the law..... -4 -3 -2 -1 0 +1 +2 +3 +4
20. Because one doesn't steal and commit burglary if one wants to be considered a decent and honest person..... -4 -3 -2 -1 0 +1 +2 +3 +4
21. Because the dismissal of the other employees did not affect them and thus they had no reason to steal the transcript..... -4 -3 -2 -1 0 +1 +2 +3 +4

II. Doctor's Dilemma

A woman had cancer and she had no hope being saved. She was in terrible pain and was so weakened that a large dose of pain killer such as morphine would have caused her death. During a temporary period of improvement, she begged the doctor to give her enough morphine to kill her. She said she could no longer endure the pain and would be dead in a few weeks anyway. The doctor complied with her wish.

<i>agree</i>	<i>I strongly disagree</i>	<i>I strongly</i>
22. Do you disagree or agree with the doctor's behavior	-3 -2 -1 0 +1 +2 +3	
I find the argument.....		
23. How acceptable do you find the following arguments in favour of the doctor? Suppose someone said he acted rightly	<i>Completely</i>	
<i>Completely</i>	<i>unacceptable</i>	<i>acceptable</i>
24. Because the doctor had to act according to his conscience. The woman's condition justified an exception to the moral obligation to preserve life.....	-4 -3 -2 -1 0 +1 +2 +3 +4	
25. Because the doctor was the only one who could fulfill the woman's wish; respect for her wish made him act as he did.....	-4 -3 -2 -1 0 +1 +2 +3 +4	
26. Because the doctor only did what the woman talked him into doing. He need not worry about unpleasant consequences.....	-4 -3 -2 -1 0 +1 +2 +3 +4	
27. Because the woman would have died anyway and it didn't take much effort for him to give her an overdose of a pain killer...	-4 -3 -2 -1 0 +1 +2 +3 +4	
28. Because the doctor didn't really break a law. Nobody could have saved the woman and he only wanted to shorten her suffering...	-4 -3 -2 -1 0 +1 +2 +3 +4	
29. Because most of his fellow doctors would presumably have done the same in a similar situation.....	-4 -3 -2 -1 0 +1 +2 +3 +4	

I find the argument.....		
30. How acceptable do you find the following arguments against the doctor? Suppose someone said he acted wrongly....	<i>Completely</i>	
<i>Completely</i>	<i>unacceptable</i>	
<i>acceptable</i>		
31. Because he acted contrary to his colleagues' convictions. If they are against mercy-killing the doctor shouldn't do it.....	-4 -3 -2 -1 0 +1 +2 +3 +4	

32. Because one should be able to have complete faith in a doctor's devotion to preserving life even if someone with great pain would rather die..... -4 -3 -2 -1 0 +1 +2 +3 +4
33. Because the protection of life is everyone's highest moral obligation. We have no clear moral criteria for distinguishing between mercy killing and murder... -4 -3 -2 -1 0 +1 +2 +3 +4
34. Because the doctor could get himself into much trouble. They have already punished others for doing same thing..... -4 -3 -2 -1 0 +1 +2 +3 +4
35. Because he could have had it much easier if he had waited and not interfered with the woman's dying..... -4 -3 -2 -1 0 +1 +2 +3 +4
36. Because the doctor broke the law. If one does not think that mercy killing is legal, then one should not comply with such requests..... -4 -3 -2 -1 0 +1 +2 +3 +4
-

SECTION C

111. Please indicate your degree of agreement or disagreement to the following statements:

Teacher influence factors				
Gender of the teacher	Totally Agree	Agree	Disagree	Totally Disagree
37. The gender of the teacher affects how sensitive they are to giving more warning to students about behaviour problems				
38. The gender of the teacher makes them more authoritative and instrumental				
39. The gender of the teacher makes them more supportive and expressive				
40. The gender of the teacher makes use more dilemma situations in class				
Teacher Engagement	Totally Agree	Agree	Disagree	Totally Disagree
41. Our teacher is involved in our				

moral competence(ability to judge and act for our good and the good of others) and discusses issues of how to make morally acceptable choices				
42.Our teachers insist on following or conformity to classroom rules and routine, persistence, and effort				
43.Students who have supportive interaction with a teacher are more engaged, work harder in the classroom, persevere in the face of difficulties, accept teacher direction and criticism, cope better with stress, and attend more to the teacher				
44.My teachers prefer students who are conforming to rules				
Teacher Personality	Totally Agree		Disagree	Totally disagree
45.My Teachers are very nurturing (caring) and parental similar				
46.My teachers' personality has influenced how I judge moral situations				
47.My teacher influences the lives of students beyond simple subject matter				
48.My teacher is permissive (more liberal and tolerating) and has low control.				
49.My teacher allows me a great deal of freedom while making a few demands as regards behaviour and responsibility				
50.My teacher views my freedom as unnecessary or counter-productive in the development of my moral competence.				
51.The teacher encourages verbal give and take, and shares with the student the reasoning behind policies on moral behaviour				

Teacher expectation	Totally agree	Agree	Disagree	Totally disagree
52. My teacher's expectations influence my behaviour				
53. The most significant influence on student moral learning is the expectation the teachers place on moral conduct				
54. The quality of social interaction a teacher has with a student influences their moral conduct and judgment				

APPENDIX 2

FOCUS GROUP DISCUSSION GUIDE

1. Introduction
2. Share any dilemma situations that you or other persons have encountered within or outside school.
3. Which decisions did you or they make? Which reasons would you give for your/their actions taken.
4. Which of the teacher characteristics do you find appropriate in influencing some of your decisions when face with dilemma situations?
5. Rank these teacher characteristics according to how useful they are in helping influence your moral judgment competence.
6. How else do you think these teacher characteristics can be maximized to help improve your moral competence?
7. Should the teacher set out to deliberately influence your moral competence or what should the teacher do to improve on the factors identified to be influential in your decision making?

APPENDIX 3**WESTLANDS DISTRICT****PUBLIC SECONDARY SCHOOLS ENROLMENT 2014**

	SCHOOL	BOYS	GIRLS	TOTAL
1	KANGEMI HIGH SCHOOL	368	NILL	368
2	PARKLANDS ARYA GIRLS HIGH SCHOOL	NILL	608	608
3	LAVINGTON MIXED SCHOOL	225	161	386
4	NAIROBI MILIMANI SECONDARY	174	NILL	174
5	HIGHRIDGE SECONDARY SCHOOL	79	194	273
6	NAIROBI SCHOOL	1378	NILL	1378
7	ST GEORGES	NILL	995	995
8	HOSPITAL HILL HIGH SCHOOL	407	84	491
9	KENYA HIGH	NILL	1166	1166
10	STATE HOUSE GIRLS	NILL	1077	1077
	TOTAL	2631	4285	6916

APPENDIX 4

Calculation of the C score

$$\text{C- Score} = (\text{Stage sum of the squares} / \text{Total deviation sum of the scores}) * 100$$

Stage sum of the scores = summation of all the scores when squared- the mean score of the scores

$$= 225 - (15)^2 / 24$$

$$= 225 - 9.375$$

$$= 47.625$$

Total dev sum of the scores = summation of all the squared scores – the mean score of the scores

$$= 224 - 9.375$$

$$= 214.625$$

$$\text{C – Score} = (47.625 / 214.625) * 100$$

$$= 0.2219 * 100$$

$$= 22.19$$