

**TEACHING AND LEARNING OF MORAL VALUES IN PRE-SCHOOLS: A CASE
OF KAMARINY DIVISION, KEIYO NORTHSUB-COUNTY, ELGEIYO
MARAkwET COUNTY KENYA**

BY

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DECLARATION

DECLARATION BY CANDIDATE

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DEDICATION

This work is dedicated to my husband Raymond Olger for financial, moral support and encouragement he accorded me and the children Brenda, Isaac, Joshua, Jesse and victor.

ABSTRACT

The Kenya's Education system consists of Early Childhood Education. Pre-school children are the future of the Nation and therefore they should be taught moral values at home and in school such moral values are love fellow human beings, respect elders, never speak lies, love your country, and many more. The study examined the teaching and learning of moral values in pre-school. The study sought to examine teaching and learning of moral values in pre-school, teachers' attitudes towards the teaching of moral values pre-school, methods used when teaching and learning moral values in preschool and challenges faced when teaching moral values in pre-school., KIE (2008) syllabus has no clarity on moral values to be taught and learnt at Pre-school resulting to Pre School teachers teaching out of their own understanding about moral values hence need to carry out this study. The study was based on Bandura Theory (1971) which states that the important part of human behavior is learnt from other people in the environment. Pre-school children are expected to learn from what others are doing around them. The study used descriptive design. The target population consisted of 236 pre-school teachers and 91 head teachers drawn from 91 pre- schools. Random sampling technique was used to select 71 preschool teachers, 27 pre-schools and 27 head teachers. The instruments used were questionnaires, interviews and observation schedules. Results of data were analyzed by use of descriptive statistics. Data was presented using tables and bar graphs and analyzed using frequencies and percentages. The results of the study indicated that female teachers teaching pre-school are forty five 64.3%, higher than male twenty five 35.7%. According to head teachers, the value of honest was highly taught and learnt, twelve 44.4%, nineteen 70.4% of teachers had positive attitudes towards teaching and learning of moral values in pre-schools. The most used method of teaching and learning of moral values is story telling sixteen 59.3% and the less used method is rewards two 7.4%. Highest challenge is lack of role model which is thirty three 47.1% and drawing back is lowest with five 7.1%. The most taught and learnt moral values by teachers is honesty and discipline which is thirty five 35.7% and the least taught and learnt moral value is peace and respect which is six 7.7%. It was recommended that there is need to carry out an extensive similar study for the whole country to enable the policy makers to design proper ways of teaching and learning of moral values in pre- schools. Further study about the topic to be carried out at higher levels of education for instance doctor of philosophy by researcher or other researchers. Most of the pre-school teachers are female and therefore, Male teachers should be encouraged to teach pre-schools.

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ABBREVIATIONS

A.I.D. S	Acquired Immune Deficiency Syndrome
C.C. F	Christian Children Fund
C.I.E.M	Curriculum Instructions and Education Media
D.E. O	District Education Officer
E.C.D. E	Early Childhood Development and Education
H.I.V	Human Immune Deficiency Virus
K.I.E	Kenya Institute of Education
N.A.C.E.C. E	National Centre for Early Childhood Education

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

1.1 Background of the Study

Charles J. G (2003) states that moral education for young children is a treasure which should be embraced globally by all nations in the world. He added that moral education reduce crimes such as terrorism, robbery, wars among others. He emphasized that moral education should go hand with curriculum.

The Kenya's Education system consists of Early Childhood Education, which takes at least three years. Pre-school children are the future of the Nation and therefore they should be taught moral values at home and in school such moral values are love fellow human beings, respect elders, never speak lies, love your country, and many more. But according to Kabiru (2004) now days, crime flourishes everywhere, we see corruption; old people are sent out of home and treated badly. According to Kabiru (2004, 2005), African society is becoming increasingly more unstable, belligerent, lawless, self-centered, violent, undisciplined and permissive, with these trends being more apparent among the younger generation. Davries, R & Ian (2000) supports this claim when he concedes that "it is evident to sociologists and criminologists that there is an increase in juvenile delinquency in modern societies." Durkheim (2003) states that there is a general decline in values such as respect for authority, politeness and good manners, resulting in children being more rude, continuously using bad language and caring less about their behavior and appearance.

According to Elias J.L (2001) children have little respect for their own dignity, are self-absorbed, suffer from negative self-concepts, refuse to accept authority and do not value others or their lives and possessions. When these youngsters reach adulthood they often adopt anti-social attitudes and habits and often lapse into criminal activities. According to Fung, (2004) and Pretorius (1998) the moral degeneration of society is particularly evident in the high crime rate and immoral lifestyles which are accepted as the norm in many circles. Gilligan, (2002) support this statement when they claim that because of the absence of consideration for one another in society, the high crime rate and incidents of violence, one realizes that currently a lack of values conducive to a healthy society and well-disciplined schools is evident.

There exist various educational, socio-political and cultural problems and challenges such as, amongst others, poverty, crime, unemployment, the lack of a value system among children and adults, sexual licentiousness which results in the HIV/AIDS pandemic, drug and alcohol abuse and a lack of discipline in schools and at home. Apart from the lack of values Phillips (2000) is of the opinion that moral relativism, which claims that moral values are relevant only to particular societies or cultural groups, is also a leading factor that contributes to the moral degeneration of society, because what is regarded as morally correct and acceptable in one culture may not be morally correct in another.

The impression that one gets from the above observations is that the moral decay of society is closely related to an unwillingness to adhere to societal values. Also, it is questionable whether values of education on moral values at school and in the hometake place adequately. There is no doubt that children need to be taught moral values, because a value system provides the framework by which what is morally correct and acceptable can be

measured. Enriching children with a sense of values, whether these values are taught by parents, teachers, religious institutions or the community, means enriching the society as well* because children are part of a particular community* which in turn, is part of the larger society. It is thus not only a question of whose values should be taught, but also who should teach children these values.

General consensus exists among educationists and other scholars that the transmission of values is the task of parents and teachers. Davries, & Ian (2000), Graham (1972) and Rens et al (2005) contend that both the family as the primary educator, and the school as the secondary educator, is responsible for the teaching of moral values. Because children are born in a family and most of them spend the first six to seven years of their lives within the family structure before they go to school, parents are the primary educators of the child. It is only after the age of six to seven that they come into contact with teachers at school as their secondary educators. Howe, & Straws (2002) and Olivier & Bloem (2004) are of the opinion that teachers, as secondary educators, should not only be subject specialists, but that they should be equipped with the skills to act as role models and transmitters of values, in and outside the school. This implies that teachers have a dual task, namely that of transferring subject knowledge, and of being the transmitters of norms and values. Families are, however, increasingly failing to realize their educational responsibility and duty; this places a huge burden on teachers, to the extent that some teachers even neglect their teaching task. Not only is the school and parental home responsible for educating the child about upholding moral values, but there should be partnership between all the stakeholders who have an interest in education, including parents and teachers and this ensures that learners become well-balanced citizens. (Davries & Ian (2000). According to

National Centre for Early childhood Education and Kenya Institute of Education (2001) Moral values are like code of conduct honored by people who may not even have religious affiliations. Moral values are important in that the society becomes conducive to live in when the people living in it have moral values. Kamariny division is one of the largest divisions in Elgeyo County having 91 pre-schools. It is important to carry out the teaching and learning of moral values in these pre-school children so as to make them responsible citizens and to strengthen morality in the division.

1.2 Statement of the problem

Moral values are important in the lives of young children, yet according to Hoge. (2006). economic pressure and daily life activities, has made most of the parents work many hours away from their children. This has resulted to children being left with house helps while others are taken to day care centers as early as six months of age due to the working conditions of the parents. Most of the children are taken to pre-school at the age of three years where by, the pre-school teacher takes the greatest role of teaching pre-school children moral values because most parents rarely have time of teaching their children moral values which enable them to be morally upright person in future. Therefore, teaching of moral values has been left by most parents to pre-school teachers who are the immediate person to handle the child as soon as the child goes to school. According to pre-school syllabus KIE (2008) there is no clarity on the: moral values to be taught in pre-school at different ages. The pre-school teacher therefore teaches the moral values he/she knows resulting to pre-school children learning minimal moral values or lack of moral values. This is evident by lack of respect and rebellious behavior by young children towards adults both at school and at home. The use of vulgar language by pre-school children both at

school and home indicate that the children are lacking the important moral values. According to

Charles J.G. (2000) many children at the age of adolescent, most girls, drop out of school due to early pregnancy. Moral values taught in pre-school at an early age helps girls to accomplish their education and achieve their goals in life. According to Kabiru (2005) Evil deeds in the society such as corruption, robbery, rape cases and murders is a major problem that is increasing alarmingly in the society showing that moral values in the society is minimal or lacking. This is because if pre-school children are taught moral values, then as they grow they become good citizens resulting to morally upright society without such evil deeds. Therefore, this claim necessitated the need for this study on moral values taught and learnt in pre-school.

1.3 Purpose of the study

The purpose of the study is to examine the teaching and learning of moral values in pre-school in Kamariny Su-county.

1.4 Objectives of the study

- i. To find out the moral values taught and learnt in pre-schools in Kamariny Division, Keiyo north sub-county.
- ii. To establish teacher attitude towards the teaching of moral values pre-schools in Kamariny Division, Keiyo north sub-county.
- iii. To find out teaching methods used when teaching and learning of moral values in pre-schools in Kamariny Division, Keiyo north sub-county.
- iv. To find out challenges faced when teaching and learning moral values in pre-school in Kamariny Division, Keiyo north sub-county.

1.5 Research questions

- i. What are the moral values taught and learnt in pre-schools?
- ii. What are the teacher's attitude towards the teaching of moral values in pre-schools?
- iii. What are the teaching methods used when teaching and learning moral values in pre-schools?
- iv. What challenges are faced by pre-school teachers when teaching moral values in pre-schools?

1.6 Significance of the study

It is hoped that this study would help all ECDE stakeholders to know the moral values, to be taught and learnt, methods used. The importance of pre-school education in teaching and learning of moral values in pre-school, the different challenges faced when teaching moral values and come up with ways of overcoming those challenges. Policy makers will include the moral values to be taught and learnt in early childhood syllabus. The study would also help pre-school children acquire the good moral values which will help them grow into morally upright and responsible adults accepted in the society.

1.7 Assumptions of the study

The following assumptions guided this study:-

1. The respondent would be co-operative and truthful in answering questions in the questionnaires
2. The pre-school teachers played their role in teaching and learning of moral values in pre-school.

3. That teachers use the same syllabus to teach.
4. That policy on management and teaching in ECDE is known to teachers and implement it as required.

1.8 Limitations of the study

Data collected within Kamariny Division Might not apply to the other pre-schools in the country.

Poor infrastructure facilitates pose a challenge travelling from one school to another.

1.9 Scope of the study

The study examined moral values taught and learnt in pre-schools in Kamariny Division Keiyo North District in country. The research was carried out from the month of January to October 2014. The study targeted pre-schools where the head teachers and pre-school teachers were the target respondents.

1.10 Theoretical framework

The study was based on the social learning theory by Albert Bandura (1971). The basic tenet of social learning theory is that most important parts of our behavior are learned from other persons in society-family, friends, teachers and culture. Bandura considers modeling to be an important demonstration of the role of cognition in learning. In this view,; Bandura sees a great deal of cognitive learning taking place through watching, before there is any chance for the behavior to occur and be reinforced. We can learn more than skills through modeling. He has also suggested that modeling can also remind us of appropriate behavior in a given situation, reduce our inhibitions concerning behaviors that we see others engaging in or suggest to us that good behaviors which will lead to reinforcement. This

viewpoint states that the most important aspects of our behavior are learned from other persons in society- we learn to be whom we are from our family, friends and culture.

Humans learn by observing. This is the simple answer that Bandura proposed. Bandura asserted that learning and performance could be distinguished from the learning theory that learning only occurs if there is reinforcement. Reinforcement provides incentives necessary for performance, but it is not necessary for learning. Behavioral changes that result from exposure to models are variously referred to as imitative learning, observational learning, vicarious learning or modeling. These terms are interchangeable in Bandura's usage.

Modeling as a strategy for producing change clearly can have powerful effects on behavior. The exact processes are harder to isolate. Bandura continues to suggest several possible effects of vicarious reinforcement: - Informative function of observed outcomes, discrimination learning, incentive motivational effects, various conditioning and extinction of arousal and modification of model status.

Bandura offers a new set of theoretical concepts for understanding the complex events within people that must occur for observed models to produce changes in performance. The learner must observe the behavior, remember it, and be able to do it, be motivated to do it. Nothing will be learned that it is not observed. People who have difficulty remembering names, for example, are often people who simply don't pay attention to them in the first place. Several characteristics of the model and of the observer influence modeling. Models catch our attention more when they look distinctive because of clothes or other aspects of physical appearance, when they are liked or disliked and when they are seen repeatedly. Characteristics of the observer too influence attention, including sensory capacities, arousal level, motivation, perceptual set and past reinforcement.

Bandura clearly distinguishes between learning and performance; unless motivated, the person will not produce learned behavior. This motivation comes from an external reinforcement, such as experiment promises of a reward, or can come from vicarious reinforcement, based on the observation that models are rewarded. People are capable of internalizing motivational processes, becoming self-regulating and providing self-reinforcement for much of their behavior. The person and the environment are interlined consul network.

Besides his theoretical description of how personality is learned, Bandura has also analyzed the way personality influence behavior in social context: his model of reciprocal determinism. Sometimes, behaviors' themselves predict others behavior's better than does personality or the situation.

Teachers and parents are seen as models for students to imitate. Models that are imitated should be appropriate and friendly. More powerful models are more likely to be imitated than the less power ones and the consistency of a model's behavior is seen to be a factor likely to be imitated. In the social learning theory view, a person will develop an adequate personality only if he or she is exposed to good models and reinforced for appropriate behavior. This will influence future learning behavior.

Besides modeling, attitudes of students towards their teachers play a great role in teaching and learning processes. Moral values are defined as belief and proposed opinions about what is right such as love, peace, honest, unity and discipline. These are beliefs and opinions of the society in which the pre-school children should acquire by being taught and learning from the teacher.

CONCEPTUAL FRAMEWORK

DEPENDENT AND INDEPENDENT VARIABLE

The Independent variable was teaching and learning in pre-school while the

Dependent variable was moral values. Therefore, the independent variable of Teaching and learning was assessed to find its influence on the moral values taught and learnt in pre-school.

The area was chosen for study because this type of study had not been carried out in the division and its findings will be of benefit to the divisional, sub-county and county development committee when formulating policies concerning implementation of moral values in pre-schools in the county. It will also be of benefit to the teachers and parents of preschool children.

1.11 Definition of terms

Assess - It is the process of gathering information on the teaching and learning of moral values in pre-school using various methods to systematically gauge the effectiveness.

Moral values - According to Webster (2006) Moral values are beliefs and proposed opinions about what is right such as love, peace, honest, unity and discipline. This is beliefs and opinions of the society in which the pre-school children acquire on what is right and wrong.

Moral - it is making distinction between what is right and wrong. This is the ability of pre-school children to differentiate between what is wrong and right

Values - are social principal, goals or standard held and accepted by an individual. These are behaviors that enable a person to fit into society.

Teaching- giving an instruction to a person so as to understand what is being taught. Teaching moral values is instructing the pre-school child on what is wrong and right and how to relate to other people in the society.

Learning- is the process of understanding/getting inside knowledge of something. This is helping pre-school children to understand more about moral values and it's important.

Children-they are ECDE learners and are under the care of adults in like teachers and parents.

Pre-school teacher - this is a professional who teaches pre-school children in Pre-school

Instilling- it is inculcating moral values in pre- school children

Pre-school — In Kenya this is the early years of childhood education that precede the beginning of primary school education. It is provision of education for pre-school children before the start of primary school.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This section examined moral values, taught and learnt, attitudes of pre-school teachers towards teaching and learning of moral values in pre-school, methods and challenges faced by pre-school teachers when teaching moral values to pre-school children.

2.1 Moral Values

Education is as old as society, and serves societies as well as individuals. According to Abosi & Kanji-Murangi (2004) the concept education is derived from the Latin verb *educare*, which means to educate. *Educare* conversely means 'to lead out', or 'to draw up/out' a child's power for development. It thus refers to a child's potential to learn and external direction training which are provided by adults to assist the child's inner development process. Education came into being as a result of human subjects' attempts at generating a scientific account of general inter-human events and actions,

this would be labeled as educational events and activities. As a result, this discipline had become a clearly discernible and demarcated field of scientific assessment, and as such, is aimed at delivering scientific pronouncements with regard to the educational interventions of mature person (the educator) in dealing with the immature subject (the learner) (Le Roux 2004). According to Lickona (2003) pre-school education implies that parents and educators, on basis of recognized, particular norms and values pertaining to their communities, teach their young children certain things namely to talk, to obey the rules of

the household, not to swear, not to steal etc. Education thus aims at assisting the young and immature child to become a civilized, able and competent human being who will not only be able to control his/her emotions, but will also have sensitivity and a desire for the good and the truth. According to Kanji-Murangi (2004) pre-school education has three main functions, namely it is Developmental in that, it develops the unique qualities of every child, differentiates between learners by treating every child as an individual, appreciating individual differences but also acknowledging the fact that there are commonalities among learners and schools function properly and effectively. Mutual involvement between these two, and also other stakeholders, is therefore associated with greater educational efficiency. Pre-school education is integrative because it accommodates children of varying backgrounds -culture and beliefs, thereby making for cooperative approach in problem solving.

According to Fang (2004), the issue of moral relativism poses a challenge for the teaching of values, because it may be that the values of the teachers are different from those of pre-school children they have to teach. Teachers are increasingly confronted with multicultural learner compositions in schools and in their classrooms. When the values of the teachers are different to those of the learners, or even conflicting, this may confuse the learners because there will be no continuity between the schools and the parental home. From the above exposition it is evident that values and the pre-school education are inseparable: the teaching of values, irrespective of by whom they are taught, cannot be separated from education, and education cannot be separated from teaching of values: both are crucial for the improvement and transformation of society. Fungi (2004) educating learners about values would hopefully result in a decrease in their immoral behavior and actions.

Unlike the family which was founded in the biotic aspect of reality, the school was founded traditional. The school as in case with education, emerged as part of man's cultural evolution and is consequently related to the historical situation in which it exists and the culture for which it was supposed to cater (Hersh 1983). The school has a dual task; it must teach learners subject specific knowledge, but it must also educate learners by inculcating norms and values in them. A true and dedicated teacher will realize the importance of both his/her teaching and educational role and try to balance the two.

Elias J. L (2001) profess that the pre-school is an institution of the community that provides the bridge between the parental home and the larger society. Pretorius (1998) states that the school is a societal institution which was established by the society, with the task of methodically providing the maturing child with the skills, knowledge, values and insight that he/she needs to function effectively in society. It is a teaching -learning organization which was primarily conceived as an institution to provide instruction and formal learning (Winston 1998). Children go to pre-school primarily to gain and expand their knowledge and to be equipped with skills. Teaching is, according to Haaflen (2001) aimed at the disclosure of knowledge and development of skills, which means that teaching makes an appeal on the logic, knowledge, comprehension and intellect of the learner. Durkheim E. (2003) claim that people are born with cognitive potentialities that have to be developed through environmental stimulation, which can either be planned or incidental. They also state that pre-schools are commonly held responsible for teaching learners to think effectively.

The pre-school is an environment where children develop their cognitive abilities in a planned manner. School thus needs to create and provide an environment and opportunities

which are conducive to effective teaching and learning. According to Young (2007) teaching is a sub-set of the concept education. He concurs that to teach "is to bring someone to learn something by indicating in some way what has to be learnt in a manner that is adapted to his level of understanding."

Children spend between five to eight hours a day at pre-school. Because of the amount of time they spend with learners, teachers are agents of change and can have influence on the learners, the school and the society. Next to the child's parents, teachers have the greatest influence for good behavior and conduct upon children. According to Young (2007) during their pre-school-going years children are at the age when they develop a questioning and curious attitude towards issues such as authority, established values, attitudes, religion, government, the meaning and purpose of life and their final destination. Because of this it is vital for teachers to take their calling seriously in helping and guiding learners in their quest for answers.

According to Winston (1998) parents and teachers should educate and acculturate learners to function in a society that adheres to Christian values in that if the society is a Christian society, the children should be taught Christian values. They should however, be made aware of and respect other cultures and religion.

2.2 The Value of Love

Love is accepting and considering other people more important than you. A heart that has love is able to accommodate the whole universe and still has space for more, and is selfless.

Ann. N. and Kabiru

According to Marrison (1991), there are ways of promoting love in the life of an individual from childhood. A target parenting is to help children to see, accept and love themselves just for who they are and love others. Praises and gentle corrections help children begin to understand their strengths and weaknesses. Children who are secure in love of their parents, who believe they matter as individuals and are confident that their lives have significance, are more likely to respond to efforts that help them change areas of behavior and character needing attention. Therefore, caregivers, parents and teachers should show love to pre-school children in order to promote love.

According to Charles. J.G (2000), generally love is the ground of moral value in Christianity. Persons motivated by hate, selfishness, envy, pride and so on, are morally evil. But nevertheless, love cannot guarantee moral goodness as a loving person can occasionally do evil acts because of their concern for others. Therefore to overcome such challenges Christians are commanded by the holy Bible (Matthew 22:37-38) to Love the Lord their God with all their heart, soul and mind. This* is the greatest and important commandment. In (Matthew 22:29) they are also commanded to love their neighbors as they love themselves. Apart from Love, a Christian should be characterized by specific virtues such as generosity, justice, courage and hope.

Mwane Mwende Child development center module (2004, CCF 2000) states that where there is love there is peace. Love usually looks on all with a vision of equality.

It is all giving without any thought of return at all or payment. It is unlimited in all areas of life in that it forgives and forgets the weakness of others and sees only beauty and specialties in the life of other people. It is therefore necessary to see to it that our children

acquire the value of love and as a result, they will be able to care about advices from parents and other people and also they will care about their future

2.3 The Value of Peace

According to William (1998) Peace is living in harmony with others in the society. Therefore, Pre-school children should be instilled peace so that they will be able to live with others in the society peacefully. Love is original quality of the self in its purest form and it originates from the innermost depths of the heart it is portrayed from person's characteristics and it consist of positive thoughts, pure feelings and good wishes of oneself and other people. Peace in the world can only be realized when there is peace in the minds of people William (1998). In order to have peace one needs patience because when one is peaceful he creates an atmosphere of peace in the world this can only be realized when there is peace in the minds of people. Every human being needs peace and because of this, our Pre-school children should acquire this value of peace for peaceful society and world now and in future.

2.4 The Value of Honesty

Honest is doing something truthfully without lying. (Hart Up 1989) people speaking honesty will speak about themselves first not about others. This is because others are impressed by honest to speak nothing but truth and honest. This will only be possible if caregivers, parents, teachers and community as whole emphasizes on this important value from early years of the child's life onwards to later years in life.

Islam means submission to the will of being honest to God and other Muslims believers. All Muslims are brothers and sisters as they belong to one faith. (All) and follow the same prophet (Mohammed). Their goal is to establish the kingdom of God on earth (Allah). They

are one family and one community (The Quran 9Q49:10) say indeed all believers are brothers. Muslim must guard his moral values deeds. Words and thoughts to be able to please Allah and his creations. Honest is the most important value that a child has to be thought. Parenting time calendar (2000) ironically, it is the same value that children are most prone to lose. Children are born without the knowledge of deceit. But as they grow, associations of reward with actions that are often used to instilling values in children, itself triggers the instinct of lying to add to it are the shows of televisions and movies that are definitely no lessons on moral science. Honest is therefore important in that it would save a child from straying onto the wrong path. Once the child is honest, he will accept his mistakes and will be open to advice that would prevent him or her from repeating the same mistake. Parenting time calendar (2000)

2.5 The Value of Discipline

Discipline is a very important value in that without discipline in the life of children, they misbehave leading to negative morals. Mwana Mwendu child development center (2004). Discipline helps to guide the behavior of children in that they learn what it is they are expected to do and what they are not allowed to do. Discipline begins with love in that the average toddler needs to be told no or don't several times each day. There is a pressing need also to communicate lots of yes! Good!!And well done!! Caregivers therefore should watch out. Toddler who causes little or no trouble may lose out positive remarks because caregiver thankfully takes this good behavior for granted. Self-disciplined children have a stand to refuse anything that knows it is wrong to do despite of pressure from peer group

According to David Pope Noe (1998), children need encouragement with comments like "you did that really well" good work I am happy with you, I love the way you do things".

Just because a child is good, it doesn't mean that she doesn't need much positive encouragement. A child needs also to be told the wrongs he/she has done to discourage not to repeat.

The Bible in proverbs (23 verses 13) emphasizes the importance of training and instilling values in children. The verse emphasizes that a child should be thought on a way he/she should follow and he/she will not forget the rest of his life. It continues to emphasize that we should not withhold discipline from a child for if punished with rod, he will not die. Punish him with rod and save his soul from bad behavior and death.

2.6 The Value of Respect

Respect is acknowledging one's own existence and that of other people in the society. According to Dr. Frank Njenga (1997). There is no person's role to it or talents it is awareness that everyone has values and is unique: when there is respect, there is understanding giving and taking on basis of love if one needs to be respected, then he/she should respect others. CCF (2000). When children acquire the value of respect then the standard of discipline of children at home and school will be of high quality and as a result, cases of indiscipline behaviors' like strikes in school will be unheard of.

2.7 Methods used when teaching and learning moral values in pre-school

There are various methods used when teaching and learning moral values in preschool. Building a child's character must begin at pre-school age. Evaries Rosita (2008) during this period child can be easily shaped and guided to learn about what is right, what is wrong, and to learn to live a value-filled life. They can easily absorb and learn what they see and hear from the adults in their surroundings. Parental modeling is the best method. The

parents should set an example through their own behavior and action so as to uphold the values they are teaching their children.

David Popenoe (1998) children learn moral values mainly within their families by relying on their parents as role models. Parents forming emotional attachments with their children are another method William (1998). All teachings of right and wrong begins with attachment - the warm, emotional tie that children have with their parents, children learn from and are influenced by those persons who are most meaningful to them these are adults whom the child is emotionally attached. Willard Hartup (1989) if a child does not have a strong emotional attachment to a parent, the effectiveness of that parent as a teacher and moral guide is greatly diminished. A child's effectiveness in dealing with the social world emerges largely from experiences in close relationship.

Reinforcing positive values, pre-school teacher can also instill moral values in Preschool children through something that capture child's interest. Hersh (1998) examples are folk tales, poems; play television shows are some resources that they may draw a child's attention. Meyer (1999) stories with clear morals are common in most children's literature and entertainment. Pre-school teachers and other care givers should discuss the stories with children after narrating; they should identify the moralsof the story and ask the child how it can be applied to the event be thought pro-social behavior and moral values by pre-school teacher and other care givers. This is done by building on child instinctive feelings of empathy through pointing out the consequences of the child's behavior on other people. William (1998) child's respect for the authority is the single most important moral value that comes out of child's relationship with the parent and pre-school teacher Character traits

based on respect for authority and social rules are transferred beyond the family and pre-school, dealing with society at large.

Religion and spiritual Marisson (1991) almost all religious teach morals and values to their followers. Children who are exposed to their teachings benefit from strong foundations on which to structure compassionate belief systems rewards and discipline also helps in instilling moral values in that children learn that actions have consequence, for example showing good character earns rewards, while displaying bad character brings about punishment, children will prefer behaving well. According to Joseph (2009), a pre-school teacher can use story telling when teaching moral values to pre-school children. In this the pre-school teacher can carefully select stories that portray bad moral values and their consequences, those stories that portray good moral values and their consequences. By doing this, it enables the pre-school children to choose which story they should emulate. Joseph also emphasized that pre-school children should be encouraged whenever they behave well by being rewarded this will boost their morale of wanting to always to behave well.

According to Lickona (2003), he stressed that pre-school children learn moral values through role model and caning of the child whenever he/she persist on doing wrong even after being warned not to do it or not to repeat. He continued to say that caning is a way of discipline and will make the pre-school child not to forget. According to Kabiru (2005), children learn moral values from their peers and therefore parents and teachers should keenly watch on the type of peers the pre-school children are spending their time with in and out of the school, and that any negative behavior noticed, the peers will be dealt with immediately so as to save the behavior of both the pre-school child and the peers.

2.8 Teacher attitude towards the teaching and learning of moral values in pre-school

According to Lickona(2003)The pre-school teachers attitude towards instilling of moral values in pre-school children matters a lot in that if attitude is positive then she/he will teach the children moral values voluntarily, however if teachers attitude is negative she/he will not teach moral values, lindgren 1980 comments that teachers have a great role to play in instilling moral values in the lives of pre-school children. The motivational pattern called locus of control plays an important role in determining how much initiative and persistence teachers will display in their work of instilling moral values in the lives of young children. The behavior of children is determined by their perception of themselves and the world around them which is both social and academic environment. Teachers with positive attitude on moral values changes behavior of their pupils positively, chunk (1984,1989), when teachers guide pre-school children on good moral values, they promote good behavior. Teacher's compliments should be specific to the morals the pre- school child is acquiring. Weiner(1977)maintains that attribution made by teachers towards their learners play approach learning tasks and this helps learners acquire moral values easily. Gross (1977) says that another area of concern is how teachers relate to the young learners in class. They should appreciate and encourage them to behave well always. Kiangala (2000)observed that most children with good morals learnt them from their teachers. He said that teachers play great role in shaping child's behavior. According to Beaty and Cleark (1972) significant learning involve changes in attitudes towards concept itself. When significant learning has occurred, the individual is led to engage in great deal in instrumental learning in everyday living include values, beliefs, feelings, and especially attitude influence not only what is taught and learnt but how is taught and learnt. Attitudes

of the pre-school teachers towards instilling of moral values in pre-school children therefore play a very important role in acquisition of moral values by pre-school children.

2.9 The Attitude of pre-school teachers towards teaching and learning of moral values.

The definitions of attitude that have been proposed are remarkably numerous and diverse (cf Campbell, 1963; Greenwald, 1968) as in Mayes 1980, it is easy to use attitudes, beliefs and values interchangeably. However, a distinction is normally made between them and an attitude can be thought as a kind of blend or integration of beliefs and values (Elms, 1976) as cited in Gross (1992). Freeman and Frank (1962) an attitude is dispositional readiness to respond to certain situations, persons or objects in a consistent manner, which has been learnt and has become one's typical mode of response. An attitude has a well-defined object of reference for example one's views regarding a class of drink or food such as (Fish and Liquors), sports mathematics among others are attitudes. Allport (1935) defines an attitude as mental and neural state of readiness, organized through experience, existing directives or dynamic influence upon the individual's response to all objects and situations with which it is related. Rokeach(1968) Alearnt orientation or disposition, towards an object or situation which provide tendency to respond favorably or unfavorably to the object or situations.

2.10 Attitude formation and Development

Mayes (1986)states that as people learn more about stimulus, their thoughts about it becomes increasingly more important determinant of their attitude towards it. Attitude is a term used to refer to an individual relatively enduring positive or negative feeling about someone or something. Person acquires attitudes in the course of an experience and maintain when they are reign forced. Thus attitudes are learnt and not inherited and can be

acquired in any of the following different ways. Direct experience with the object, association and learning from others.

2.11 Challenges faced by pre-school teachers in instilling moral values in Pre-school children

The most challenging tasks confronting teachers, parents and other caregivers, is that of instilling within children proper set of values Taylor (2011). Values provide children with motivating and guidance throughout their lives. Proverbs (22:11) states that children should be taught how they should live and will remember it all their lives. This might be difficult for a teacher dealing with children from diverse family* and religious background with different beliefs. According to ECDE syllabus (2008) moral values are not clarified hence pre-school teacher teaching children different types of morals out of his/her own knowledge is a big challenge to the pre-school teacher. Thus what the teacher considers being an important value might not be important according to the cultural background and beliefs of the society. Clark (2003) teaching values to children first require determining which values contribute to positive social behaviors. Some families may consider money or deceptive to be an important value. For the teacher to exclude such value that some children might be holding it as important value, she should try his/her best level of doing it without hurting. Teachers should be aware of the examples they are setting because children are always learning by examples and they should also back up what they say by what they do. HOJ (2006) pre-school teachers should set good examples for the children to be what they want them to be. This is challenging to teachers who might not be doing what they teaches the children.

Pre-school teacher need to work closely with parents Gilligan (2002) indicates that parents should monitor what the child is exposed to and when necessary, set restrictions on televisions and other sources that do not support the agreed values. This might be difficult for the pre-school teachers because some parents may be uncooperative. According to Graham D (1972) these resources can influence in building children's character both negatively and positively. But with teachers and parental guidance and careful selection of children's literature and T.V programme children can be directed to be critical in discerning what is good and what is bad for them.

Winston (1998) noted that individuals could slide back into previous moral orientation action when they experienced break down of their familiar social order as in war, regime changes, genocide famine or large scale natural disasters that destroy social infrastructure. People narrow their attention to their own pressing needs and ignore welfare larger society. Self-oriented morality coincide with Kohlberg's pre-conventional morality whereby behavior is based on self-interest and motivated by who can help children get what they want or who is hindering that process. Peer out worthy morality is moral conformity based on the conventions and rules of a social group and this is evident among teenagers in western cultures and even among some adults. Kohlberg (2008) noted that collective oriented morality is an extension of the peer authority stage. Here, a larger groups rule supersedes individual rights and interests which pose a great challenge to pre-school teacher in the process of instilling moral values in pre-school children.

The Gap

Hoge. (2006), states that economic pressure and daily life activities has made most of the parents work many hours away from their children. This has caused them to take their

children to day care centers, kindergartens and pre-schools at an early age. Due to tight schedules, parents rarely have time to teach their children moral values. Therefore most of the teaching and learning of moral values, have been left to pre-school teachers resulting to minimal or lack of moral values in lives of pre-school children. Kabiru (2004, 2005) states that lack of respect for the elderly, rebellious behavior, use of vulgar language by pre-school children has increased alarmingly. This indicated that majority of pre-school children lack important moral values and need to be dealt with urgently before it is too late. Therefore, there was need for the researcher to find out what is really happening in the field of teaching and learning of moral values in pre-schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter deals with research design, methodology, area of study, research variables, population, size, validity of the instrument, reliability of the instrument, development of the research instrument, administration of the instrument and data analysis.

3.1 Research design

Orodho (2003) defines research design as the scheme, outline or plan that is used to generate answers to research problems and questions. It can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the study purpose. The research design used is descriptive, the qualitative and quantitative sampling method.

The descriptive design attempts to determine the cause or reason for pre-existing differences in groups of individuals. It was used because it describes conditions that already exist. Both methods were used to finalize the outcomes from the selected subjects used in the study. Interview and observation schedules were used to collect qualitative data. Interviews were administered to head teachers and observation was used by researcher to collect qualitative data, questionnaires were administered to pre-school teachers to collect quantitative data. The study intended to assess the moral values instilled in pre-school children by pre-school teachers in Kamariny Division Keiyo district in Kenya.

3.2 Area of study

The study was carried out in Kamariny Division Keiyo North District in Kenya. The study selected the area because no similar study had been carried out in the area and the findings will benefit the early childhood stakeholders in the area. It will also help county policy makers to include moral values in ECDE syllabus.

3.3 Target population

A population refers to a group of people or study subject who are similar or study in particular study. The target population of this study was comprised of respondents from pre-schools in Kamariny division Keiyo North District. Respondents from these pre-schools formed the target population and consisted of head teachers and pre-school teachers in the schools. The study targeted 27 pre-schools.

Table 3.1: Target Population

Respondents	Private Pre-School	Public Pre Schools	Total
Head teacher	42	49	91
Pre-School Teachers	126	110	236
Pre-schools	42	49	91

3.4 Sample size

A sample in research study refers to any group on which information will be obtained. A minimum of 30% of target population should be included in the sample when dealing with heterogeneous sample. To get the sample size the study calculated 30% of the 91 pre-

schools to arrive at 27 head teachers, 30% of 236 to arrive at 71 pre-school teachers and 27 pre-schools. The sample was derived as follows

$$30/100 \times 91 = 27\text{HT} , 30/100 \times 236 = 71 \text{ P.S.T.}, 30/100 \times 91 = 27 \text{ P. SCH}$$

Source: (Keiyo North District Education Officer, 2013)

Table 3.2 Sampling Frame

Respondents	Private Pre School	Public Pre schools	Total size of population	Sample size
Head teacher	42	49	91	27
Preschool teachers	126	110	236	71
Pre-schools	42	49	91	27

Source: (Keiyo North District Education Officer, 2013)

The schools were randomly selected to acquire 27 pre-school and sample sizes was evenly distributed to avoid bias of research feedback. This was important for the study as it gave a balanced perception of the study variables.

3.5 Sampling techniques

The study used stratified sampling technique, because it grouped the population into categories based on their job designation and types of school the categories included the head teacher, pre-school teachers and it was done to separate the population into Homogenous subjects that share similar characteristics, so as to ensure equitable representation of the population in the sample. The simple random sampling was used to select sample respondents from the entire target population of 236 participants. The 27

head teachers were purposively included in the study and 71 preschool teachers were randomly selected. This ensured that each member of the target population had an equal and independent chance of being included in the sample. This sampling technique was used to collect focused information.

3.6 Research instruments

The study used questionnaires, observation and interview schedules as the main tools for collecting data. The selection of these tools was guided by the nature of data to be collected the time available as well as the objectives of the study. The study mainly concerned with views, opinions, perception and attitudes. Such information can best be collected through the use of questionnaire and interview technique Kombo and (Tromp 2007).

3.7 Questionnaires

According to Orodho (2004), he noted that in education and social sciences research most commonly used instruments are questionnaires, interviews schedules and observation schedules. Thus questionnaires are used to collect important information about population. The subject is required to respond and fill in their answers depending on their understanding of the perception of respondents on the study. In the study, the researcher used the questionnaire of opinion, which seeks to ascertain the opinions of the respondent. The questionnaires will be both closed ended and open ended in order to give the respondent a chance to respond to that, which has not been captured in the questionnaire. The reason for choosing the questionnaire was that, they were cheap, easy to administer and quantitative data obtained will be easy to arrange and analyze. The researcher did not need to be physically present when the respondents who are pre-school teachers were

filling the questionnaires hence providing the respondents with free conducive atmosphere to fill the questionnaires.

3.8 Interviews schedule

Interview schedules were designed for the Head teachers. The schedules were design to get feedback from Head teachers because they were very busy and response of pre-school teachers with that of the head teachers promoted an opportunity for the study to establish a rapport with the respondents, explain in person the nature and response of the study. The interview schedule contains both closed and open- ended questions. The face to face interview provided a forum for the study to gather a lot of in depth information about the respondent personal characteristics and environment that are very vital in interpreting the data.

3.9 Validity and reliability of research instruments

Before the administration of the research instruments, it was important to determine the validity and reliability of the questionnaire and the interview instruments.

3.10 Validity of data collection instruments

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data represent the phenomenon under study. Validity therefore has to do with how accurately the data obtained in the study represents the variables of the data. The questionnaires to measure teaching and learning of moral values in pre-schools were administered to pre-school teachers and head teachers, and the measurements were collected from the instruments. Sampling validity was used since representative sample had been selected.

According to Mugenda et al (1999) the usual procedure of accessing the validity of a measure is to use professionals or experts in the particular field. Experts in the department of early childhood and primary education were given the questionnaires and requested to determine whether the set items accurately represent the concept under study. Internal validity of study depends on the degree to which extraneous variables have been controlled for in the study and external validity has to do with representativeness of the sample with regard to the target population. Therefore, the experts in the department of early childhood and primary education concluded that the instruments were valid.

3.11 Reliability of data collection instruments.

This refers to the extent to which a measuring instrument measures what it is purposed to measure. It refers to the consistency or stability in measurements. Mugenda et al(1999). To ensure the reliability of an instrument the questionnaires was piloted using randomly sampled group of four schools whereby, in each of the schools, three early childhood teachers responded to the questionnaires and head teachers responded to the interviews. Data was analyzed and the results were corrected to determine their reliability coefficient which was 0.51. Cronbach, (1964), states that reliability coefficient of 0.50 or more implies that there is a high level/degree of reliability of the data. Thus the design of the research was proved a credible conclusion that the instruments used in this study are reliable.

3.12 Data collection procedure

The researcher sought the research permit from the National Council of Science and Technology through the Department of Curriculum Instruction and Education Media from Moi University. The permit obtained was used to obtain permission from the District

Education Officer to carry out the study in the area. The Head teachers and Pre-school teachers were involved in the research were informed in advance.

Variables have been controlled for in the study and external validity has to do with representativeness of the sample with regard to the target population. This study struck a balance between internal and external validities. Therefore, the experts in the department of early childhood and primary education concluded that the instruments were valid.

3.11 Reliability of data collection instruments.

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3.13 Data analysis

The data was analyzed using descriptive statistics such as frequencies, percentages and recorded according to emergent themes. The descriptive statistics used was the mean, which indicates the average performance of a group or a measure of some variable, and the standard deviation which indicates how to spread out a set of scores is around the mean. Analysis was done by encoding responses from questionnaires and interview schedules. Presentation of this information was done using tables and charts by use of percentages and frequencies.

3.14 Ethical, consideration

Blanche et al (2009) asserts that the purpose of research ethics is to protect the welfare of the research participants. They argue that research ethics also involve not only the welfare of the informants but extend to areas such as scientific and plagiarism. The researcher took steps to safeguard the informants. The researcher explained to the informants prior the commencement of the research that participation was voluntary and that they should not hesitate to tell the researcher when they were uncomfortable with the research techniques or when questions make them uncomfortable.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter deals with data presentation, analysis and discussion of the study findings. This was achieved by the following objectives to find out the moral values taught and learnt in pre-school, to establish the teacher attitude towards the teaching and learning of moral values, to find out teaching methods used when teaching and learning moral values, to find out challenges faced when teaching and learning moral values in pre-school. Results of the data were analyzed by use of descriptive statistics and data is presented in form of tables and graphs by use of percentages and frequencies

4.1. Background Information

Before embarking on the main objectives of the study, it was important to find out the background information of the respondents. This was ascertained by looking at the gender, academic qualification and moral values. Background information was important as it lays a basic foundation on which interpretations of the study are based. Furthermore, background information of the respondents enables both researcher and the reader to have confidence in the study.

4.2 Research questions

1. What are the moral values taught and learnt in pre-schools?
2. What is the teachers' attitude towards the teaching of moral values in preschools?

3. What are the teaching methods used when teaching and learning of moral values in pre-schools?
4. What are the challenges faced by pre-school teachers when teaching moral values?

4.3 Head Teachers Interview

Table 4.1 and figure 4.1 shows the distribution of head teachers in respect to their gender. The study showed that seventeen, (63%) of the respondents were male while ten (37%) were female.

From the findings, most of the head teachers are male. This could be due to lack of self-esteem or inferiority complex among the female teachers. Low academic qualification may have also contributed to the low number of female head teachers. However, female teachers may find being a head teacher entails a lot of responsibilities in which they are not able to carry out along with other personal responsibilities. Fung, H. (2004) states that during growth and development of a child both father and mother figure is important for the moral development and shaping of child's behavior. Therefore, male head teachers provide father figure and authority. They also play great role in reinforcing the teaching and learning of moral values pre-school. This help in boosting discipline in the lives of pre-school children.

Table 4.1: Distribution of head teachers in respect to their gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	17	23.4	63.0	63.0
	Female	10	14.1	37.0	100.0
	Total	27	38.0	100.0	
Missing	System	44	62.0		
		71	100.0		

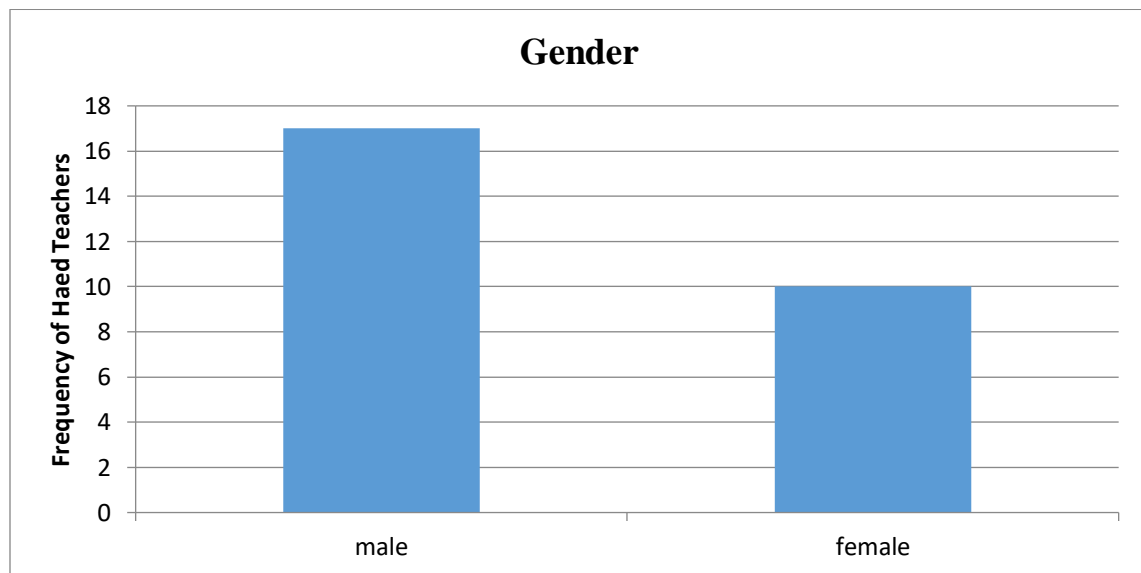
**Figure 4.1: Head teachers in respect to the gender****Academic qualification**

Table 4.2 and figure 4.2 summarizes data on academic qualifications of the respondents.

The findings shows that most of the head teachers have undergone certificate course twelve

(44.4%), followed by diploma nine (12.7%) then degree three (11.1%), others are two (7.4%) and lastly is masters which is one (3.7%)

According to the findings from table 4.2 and figure 4.2, most of the head teachers are certificate holders this could be that most of the head teachers were promoted due to their long services and teaching experience. Those with diploma and degree certificate may have furthered their studies after they had been promoted. Others might have been given responsibility to head without having any academic qualification but due to their outstanding performance for example untrained teacher. It could also be in a private school whereby the untrained teachers found to be competent and performing than the rest of the teachers. This might have been the cause of minimal moral values in pre-school because the untrained teacher might have been focusing on academic performance of the learner not moral values.

Table 4.2: Academic qualification of head teachers

Qualification	Frequency	Percent	Valid percent	Cumulative percent
Diploma	9	12.7	33.3	33.3
Certificate	12	16.9	44.4	77.8
Others	2	2.8	7.4	85.2
Degree	3	4.2	11.1	96.3
Masters	1	1.4	3.7	100.0
Total	27	38.0	100.0	
Missing system	44	62.0		
Total	71	100.0		

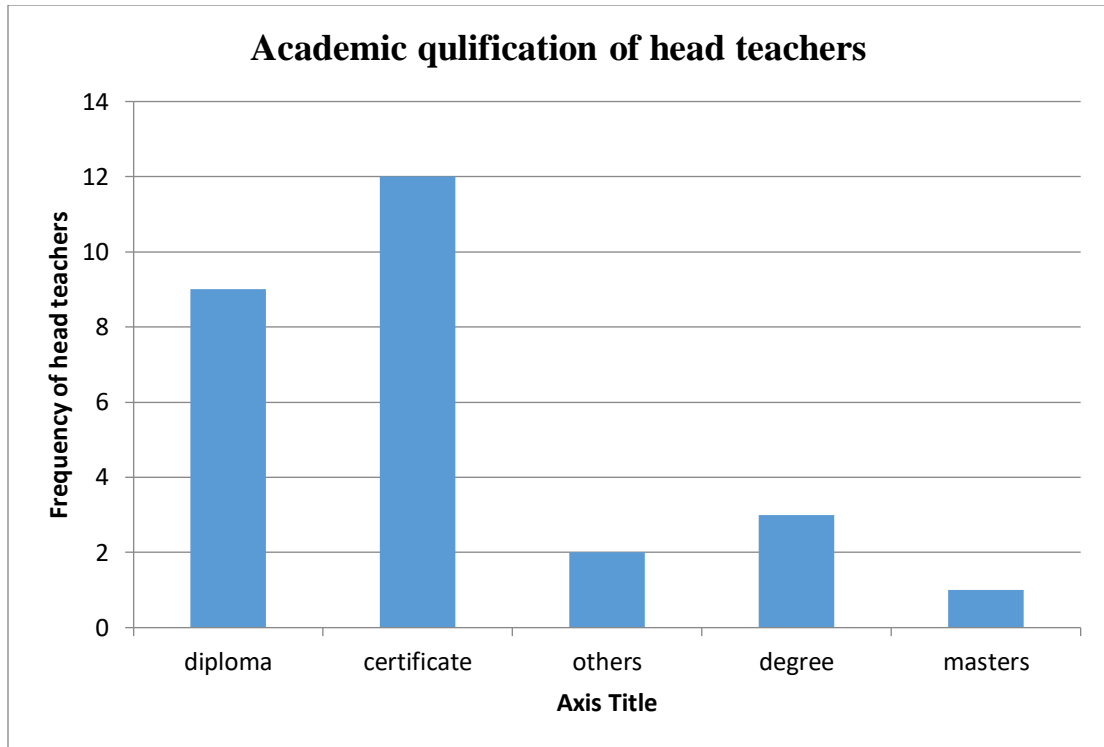


Figure 4.2 academic qualifications for head teachers

Experience of head teacher's current stations

Table 4.3 and figure 4.3 shows experiences of head teachers in current station.

the findings shows that the most experienced head teachers in their current station are those with 6-8 years who are (14.4%), followed by head teachers with experience of 3-5 years who are five 18.5% and lastly were those with 1-2 years and 12-6 years who were 7.4%.

Those with high experience could be that those head teachers are heading schools near their homes hence not see the need of transferring to school far from their homes compared to those with experience of 3-4 years who could have sought to be transferred near their home or within their district. Their remaining 1-2 years may have been posted directly from college. Good performance also could be reason for those who have stayed in their working station for long forcing for long forcing the school committee of those respective schools to

refuse the transferring of those particular head teachers. Such head teachers understand their pre-school learners better and they are in position to correct and shape any unwanted behavior in the learners without difficulty. Their bonding with learners and parents helps instilling moral values in learners.

Table 4.3 and figure 4.3 showing experiences of head teachers in their current stations

Table 4.3 Experience in current station

Experience	Frequency	Percent	Valid percent	Cumulative percent
1-2 years	4	5.6	14.8	14.8
3-5 years	5	7.0	18.5	33.3
6-8 years	12	16.9	44.4	77.8
Valid				
9-11 years	4	5.6	14.8	92.6
12-16 years	2	2.8	7.4	100.0
Total	27	38.0	100.0	
Missing system	44	62.0		
Total	71	100.0		

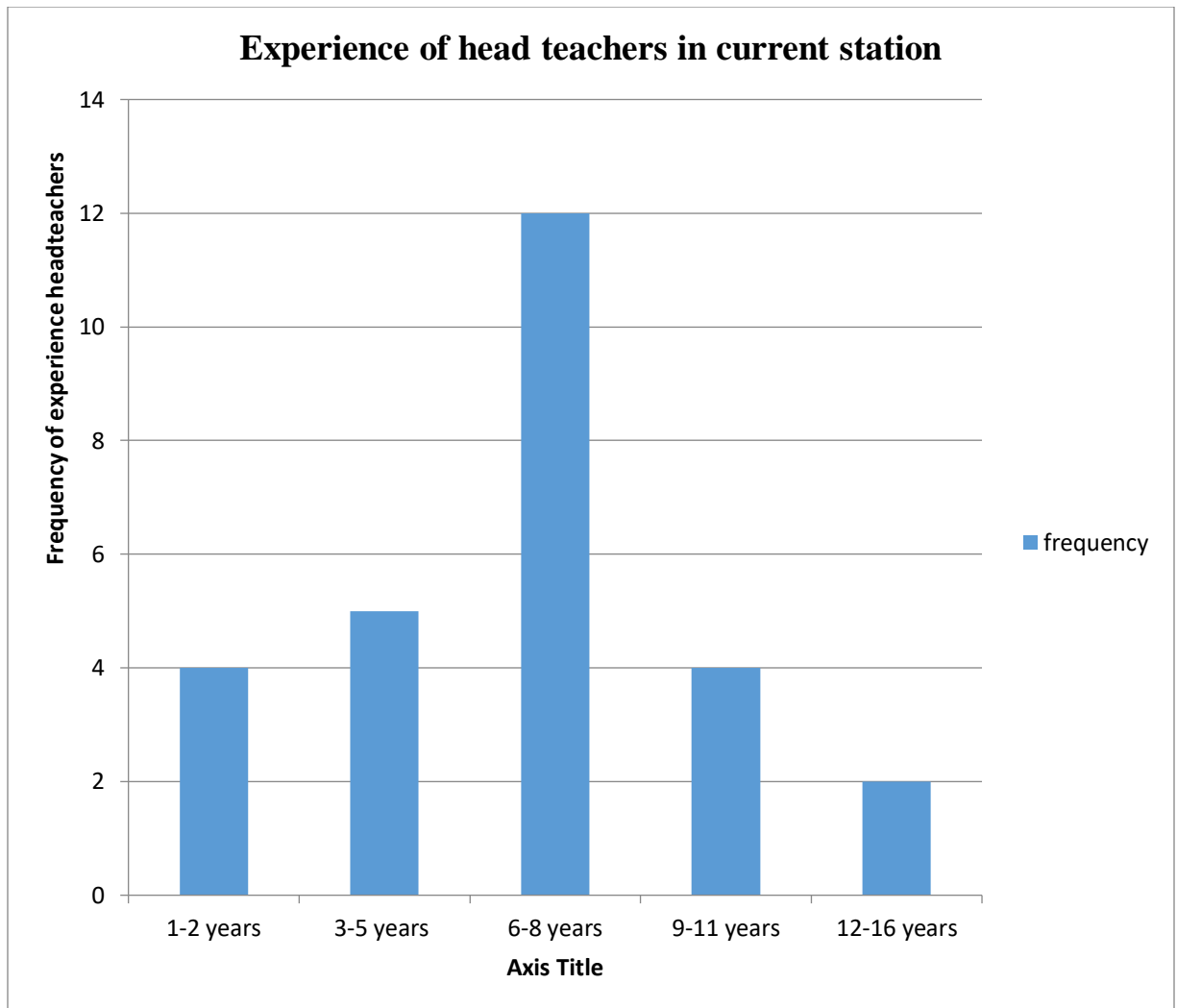


Figure 4.3 Experience of head teacher's current situation

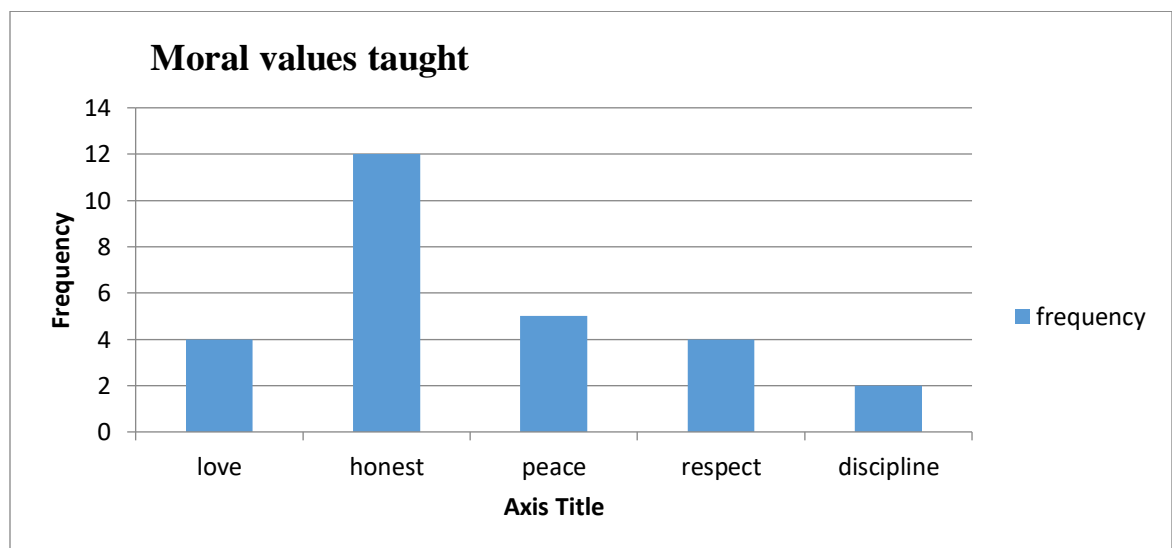
Moral values taught and learnt in pre-school

The findings on table 4.4 and figure 4.4 indicate that in the moral values taught and learnt in pre-school the twelve (44.4%) of the schools taught and learnt the value of honest, and five (18.5%) taught the value of peace .Then the value of love and respect which was taught and learnt in equal proportion four(14.8%) and only two(2%)taught discipline.

Joseph modecai(2009) states that children of age one to six years are in the right age to acquire good morals and behavior. He emphasized that adults should act as role model and use appropriate methods to teach them the right moral values like love, respect, peace among others. The findings indicated that in the teaching and learning of moral values, the most taught value is the value of honest. This could mean that pre-school teachers considered the value of honest to be of first priority than the value of peace love and discipline. It was also observed in the findings that the value of peace was the second .This may be that most of the children in those pre-schools come from different tribes and teachers wanted them to appreciate living in peace with each other both at home and in school despite of their tribal differences. However, the value of love and respect was learnt and taught in equal proportion in pre- school. The teachers may have considered children to have learnt the two values at home just as stated by Morrison (2006) that there are ways of promoting love in the life of an individual from childhood.CCF (2002) also states that when children acquire the value of respect then the standard of discipline of children at home and school will be of high quality.

Table 4.4 Moral values taught and learnt in Pre School

Moral values	Frequency	Percent	Valid Percent	Cumulative percent
Love	4	5.6	14.8	14.8
Honest	12	16.9	44.4	59.3
Peace	5	7.0	18.5	77.8
Valid Respect	4	5.6	14.8	92.6
Discipline	2	2.8	7.4	100.0
Total	27	38.0	100.0	
Missing system	44	62.0		
Total	71	100.0		

**Figure 4. 4: Moral values taught and learnt in pre-school**

Teacher's attitudes towards teaching and learning of moral values in pre-school

Table 4.5 and figure 4.5 shows the distribution of head teacher's opinions on the pre-school teacher's attitudes towards the teaching of moral values. Eight of the head teachers (29.6%) did not respond to this, nineteen (70.4%) had positive attitude towards the teaching and learning of moral values.

From the findings on the teacher's attitudes towards teaching of moral values, the highest number of teachers had positive attitudes towards teaching and learning of moral values in pre- school. This shows that they viewed moral values as helpful to the children in appreciating their culture and shaping having good behavior just as stated in literature review by Schunk (1984,1989) that when teachers guide preschool children on good moral values they promote good behavior. However, few head teachers eight (29.6%) did not respond this could be that they were too busy, did not know what to answer or did not understand and was not free to ask for explanation or they could have assumed the questions intentionally.

Table 4.5 Attitudes of teachers teaching and learning of moral values in pre-school

Attitudes	Frequency	Percent	Valid percent	Cumulative percent
Positive	19	26.8	70.4	70.4
Valid No response	8	11.3	29.6	100.0
Total	27	38.0	100.0	
Missing system	44	62.0		

Total	71	100.0		
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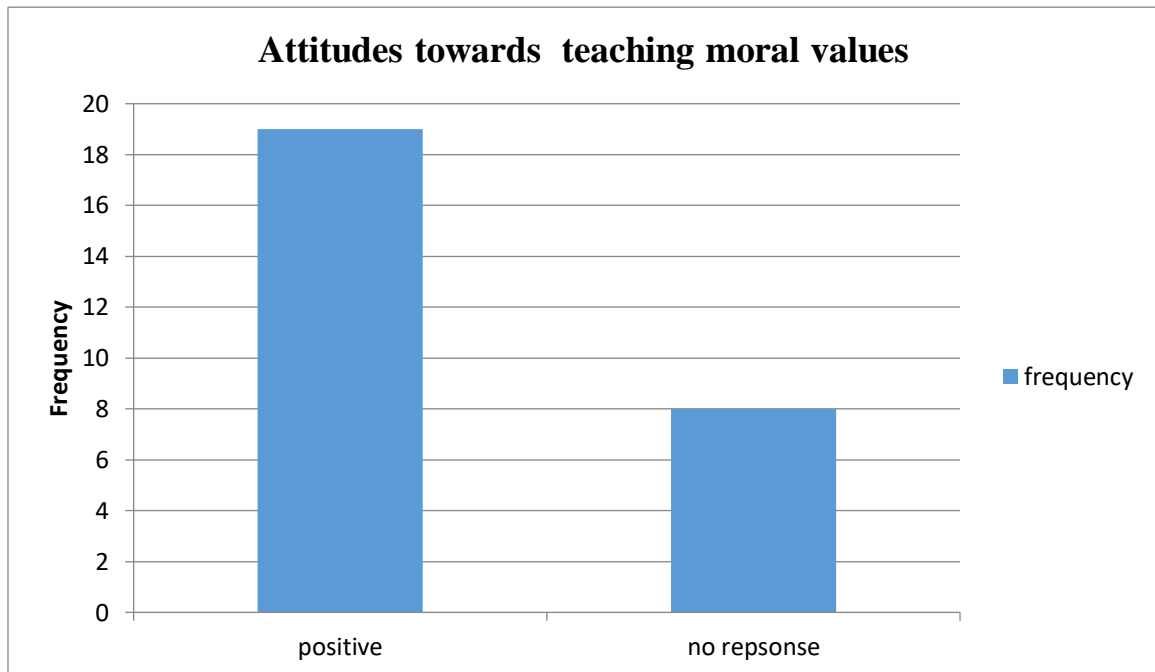


Figure 4.5 Attitude of pre-school teachers towards teaching moral values

Methods used to teach moral values in pre-school

The table 4.6 and figure 4.6 show the distribution of methods used in teaching moral values, the study showed that the most used method of teaching moral values is story telling sixteen (59.3%), followed by the method of punishment eight (29.6%) and lastly the method of rewards which is two (7.4%) and others meaning that the teachers meant other methods used and not mentioned. Yvonne T. (2006) states that methods such as rewards, role model, and storytelling are effective in teaching young children moral values.

The findings show that story telling is the most used method of teaching and learning of moral values. This could be that children find stories to be interesting and capture their interest, teachers therefore narrate interesting stories with morals to children, just as it is

stated in literature review by Meyer (2008) that stories with clear morals are common in most children's literature and entertainment and therefore pre-school teachers and other care givers should discuss the stories with children after narrating the story.

The next method after story telling is punishment which is eight (29.6%). This could mean that most teachers prefer the use of punishment as a way of instilling good morals for the children to internalize them. However other methods used that is not indicated that is one (3.7%). These values could be values like simplicity, role model. Lastly is the method of reward which is two (7.4%). this could mean that other teachers prefer this method because as children are given gifts and rewards, they get encouraged to do the right things as expected in order to be congratulated and given more rewards.

Table 4.6 methods used to teach moral values in pre-school

Methods	Frequency	Percent	Valid percent	Cumulative percent
Rewards	2	2.8	7.4	7.4
Punishment	8	11.3	29.6	37.0
Valid				
Story telling	16	22.5	59.3	96.3
Others	1	1.4	3.7	100.0
Total	27	38.0	100.0	
Missing system	44	62.0		
Total	71	100.0		

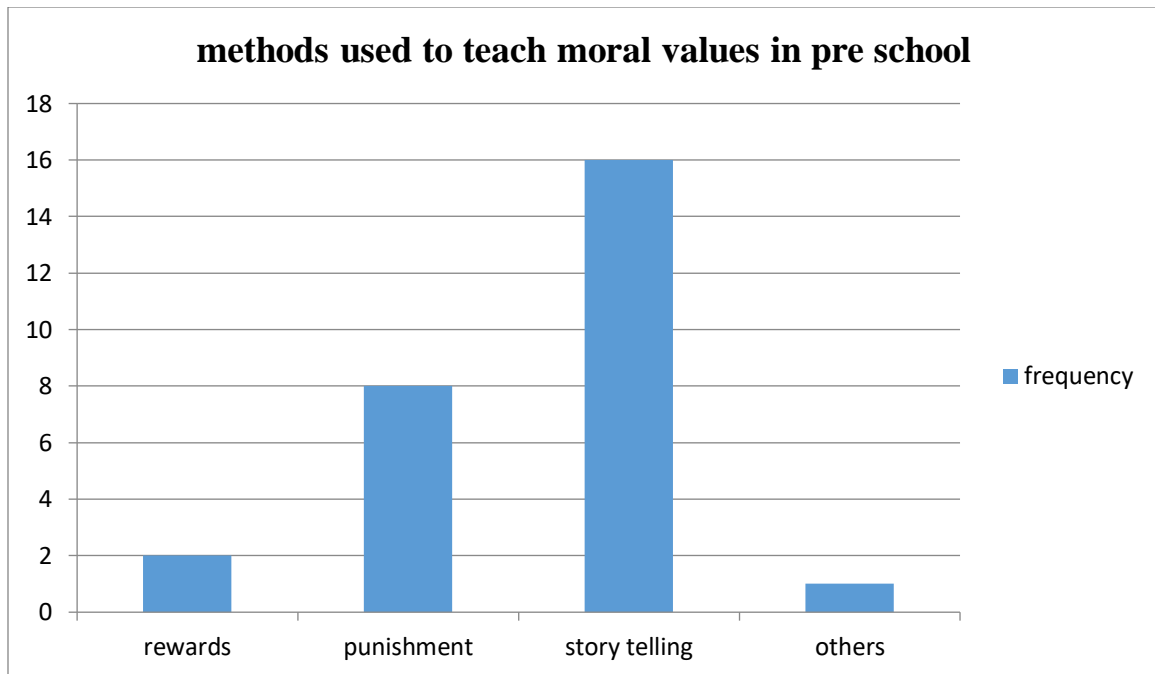


Figure 4. 6: Methods used when teaching moral values in pre-school

Effectiveness of teaching methods

Table 4.7 and figure 4.7 shows the effectiveness of teaching methods. The methods are effective in that children do not forget what they have been taught, that is ten (37.0 %). On the other hand through the use of methods, the objectives are achieved, seven (25.9%). In addition, children grow morally upright six (22.2 %).

Mencious L. (2001) states for a teaching method to be effective it should be accompanied with teaching aid example pictures, videos, stories and many more examples. From the findings, it is observed that when methods such as storytelling are used with accompaniments of pictures, children will not forget what they have learnt. Stories are interesting, used both at school and home arouse interest and captures children attention. In addition, children put into practice what they have learnt and because of this, teachers

should narrate stories full of moral values. Use of effective teaching methods help children achieve objectives of internalizing moral values, resulting to them growing moral upright.

Table 4.7 Effectiveness of teaching methods in school

Methods	Frequency	Percent	Valid percent	Cumulative percent
Don't forget	10	14.1	37.0	37.0
Practice what learnt	4	5.6	14.8	51.9
Valid objectives achieved	7	9.9	25.9	77.8
Grow morally upright	6	8.5	22.2	100.0
Total	27	38.0	100.0	
Missing system	44	62.0		
Total	71	100.0		

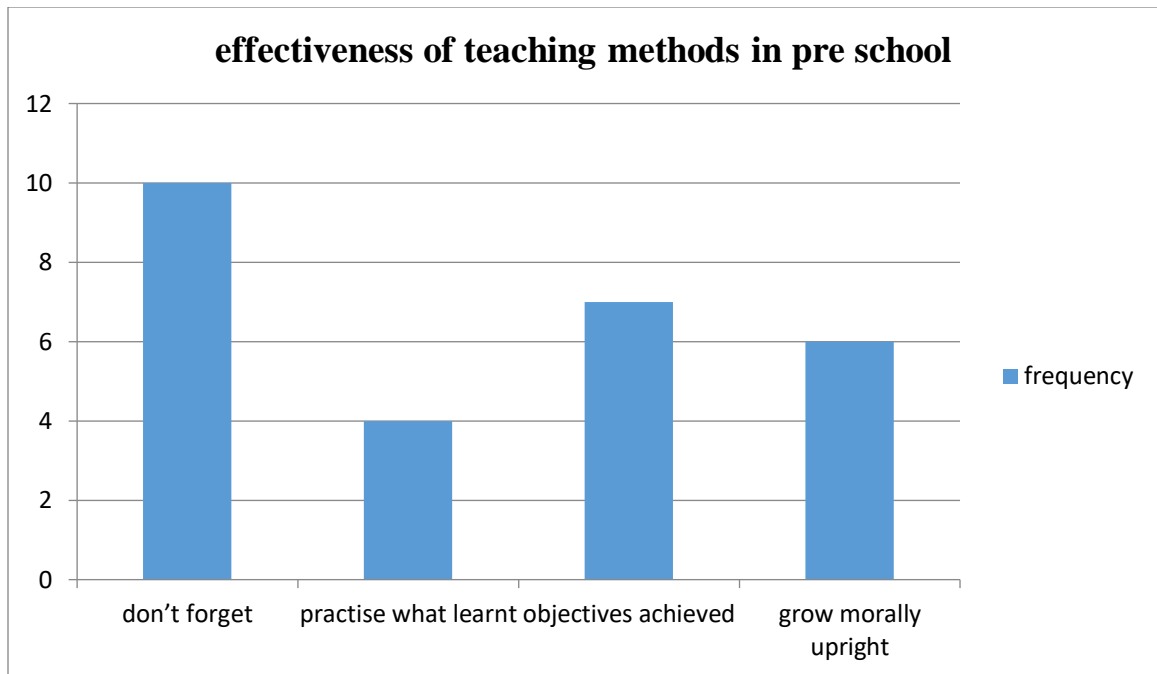


Figure 4. 7: Effectiveness of teaching methods in pre-school

Challenges faced by pre-school teachers

Table 4.7 and figure 4.7 shows the effectiveness of teaching methods. The methods are effective in that children do not forget what they have been taught, that is ten (37.0 %). On the other hand, through the use of methods, the objectives are achieved, seven (25.9%). In addition, children grow morally upright six (22.2 %).

Haaflen W. (2001) mentions lack of communication by parents to their children and lack of reinforcement of moral values by parents. Haaflen says that parents are too busy to care for moral development of their children. As per findings, reinforcement is the biggest challenge faced by preschool teachers, which could be because the parents at home do not bother reinforcing the moral values taught and learnt in pre-schools. This may have resulted to the children lapsing to their previous behavior when they are at home and school. The other challenge is lack of the role model whereby both teachers and parents may have

failed to the moral values they are teaching preschool children. just as stated in theoretical framework by Bandura that children learn through imitation, some teachers and parents may have failed to act as good role models

Finally, the challenges of lack of communication whereby most of the parents have no time to talk and discuss with their children what is important and affect their lives. This could be due to parents working for many hours away from their children.

Table 4.8 challenges faced by pre-school teachers

Challenges	Frequency	Percent	Valid percent	Cumulative percent
Communication	6	8.5	22.2	22.2
Role models	10	14.1	37.0	59.3
Valid				
Reinforcement	11	15.5	40.7	100.0
Total	27	38.0	100.0	
Missing system	44	62.0		
Total	71	100.0		

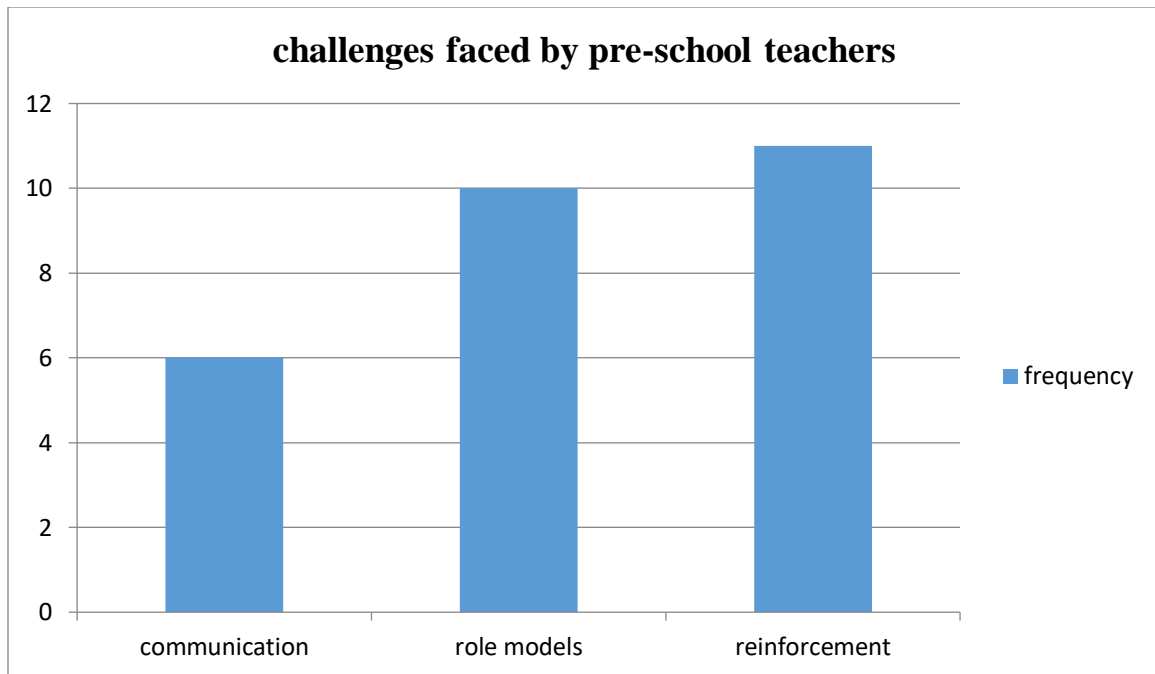


Figure 4.8 challenges faced by pre-school teachers

The table 4.8 and figure 4.8 shows the challenges faced by pre-school teachers. From the findings the challenges of reinforcement is leading with eleven that is (40.7%) followed by role model ten (37.0%) and lastly communication which is six(22.2%)

TEACHERS INTERVIEW

Table 4.9 and figure 4.9 shows distribution of the teachers with respect to their gender. A large proportion forty five(64.3%) were female while the male teachers were only twenty five(35.7%).

Huert Up Willard W.(1989) states in his book that pre-school children need mother figure as they start their early education. He emphasize that pre-school children still need motherly love and this is provided by female teachers.

According to the findings the larger proportions of pre-school teachers were female while the smaller percentages were male. This could mean that the ladies might have found it easy dealing /handling pre-school children because they are used to taking care of small children at home and therefore they train as pre-school teachers because they like children. The small percentage of men teaching pre-school indicates that the few men might have joined due to lack of other job opportunities. Most of preschool children still undergo toilet training and so at times they urinate and soil themselves and this might have discouraged many men from teaching pre-school. However, most cultures consider that taking care of children is ladies work hence this might have discouraged many men. Lack of men figure in the pre-school classes can affect the boy child because they need male teachers as their role model.

4.9 Teachers distribution with respect to their gender

Distribution			Valid	Cumulative

	Frequency	Percent	percent	percent
Male	25	32.1	35.7	35.7
Valid				
Female	45	57.7	64.3	100.0
Total	70	89.7	100.0	
Missing system	8	10.3		
Total	78	100.0		

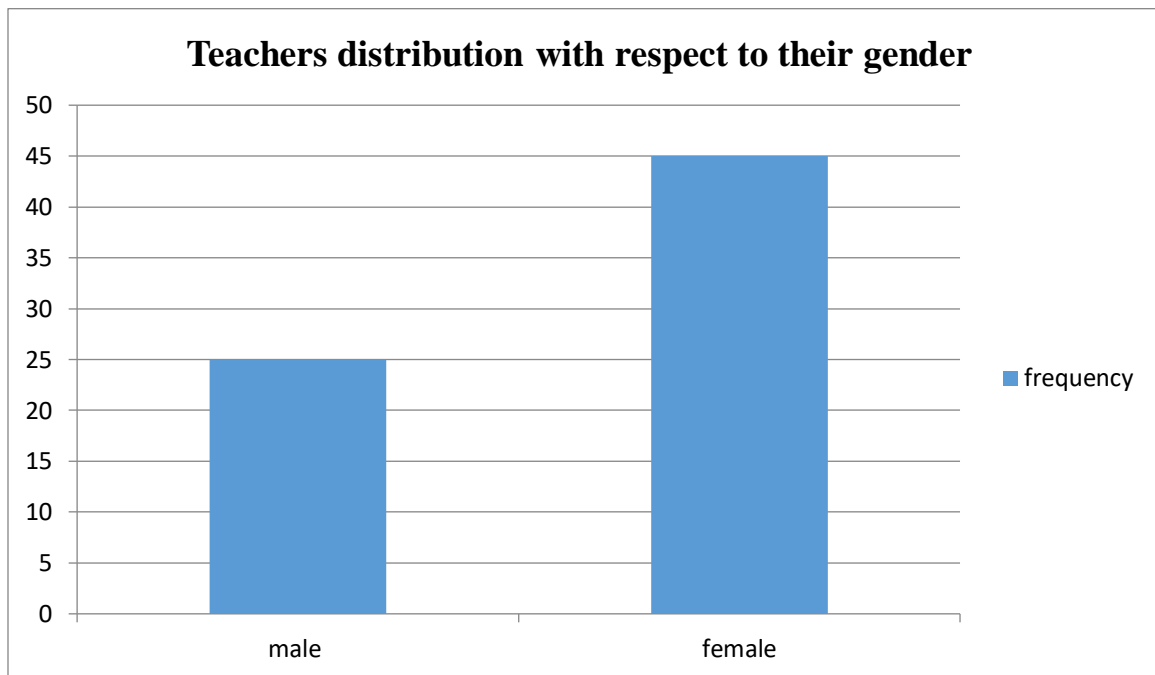


Figure 4. 9: Teachers distribution with respect to their gender

Table 4.10 and graph 4.10 display the distribution of the teachers' academic qualification.

The table and graph shows that most of the pre-school teachers are certificate sixty two

(88.6%) while six (8.6%) are diploma holders, and few are degree and masters which is represented in equal proportions one (1.4%).

Howe,N.and Sraws,W(2002)Emphasizes that for a child to get sufficient knowledge, skills and attitudes, the instructor/teacher should also have sufficient knowledge through training. He states that teacher should desire to learn new ideas about children continuously and tirelessly.

From the findings on the table, it shows that majority of pre-school teachers are certificate, less diploma and few degree and masters. This could be that the pre-school teachers are paid poorly hence discouraging them from furthering their studies or lack funds to peruse their studies. They might have also been discouraged by lack of permanent employment for pre-school teachers. The few with diploma, degree and masters might have been sponsored.

Table 4.10 Academic qualification of pre-school teachers

Qualification	Frequency	Percent	Valid percent	Cumulative percent
Masters	1	1.3	1.4	98.6
Degree	1	1.3	1.4	100.0
Valid				
Diploma	6	7.7	8.6	8.6
Certificate	62	79.5	88.6	97.1
Total	70	89.7	100.0	
Missing system	8	10.3		
Total	78	100.0		

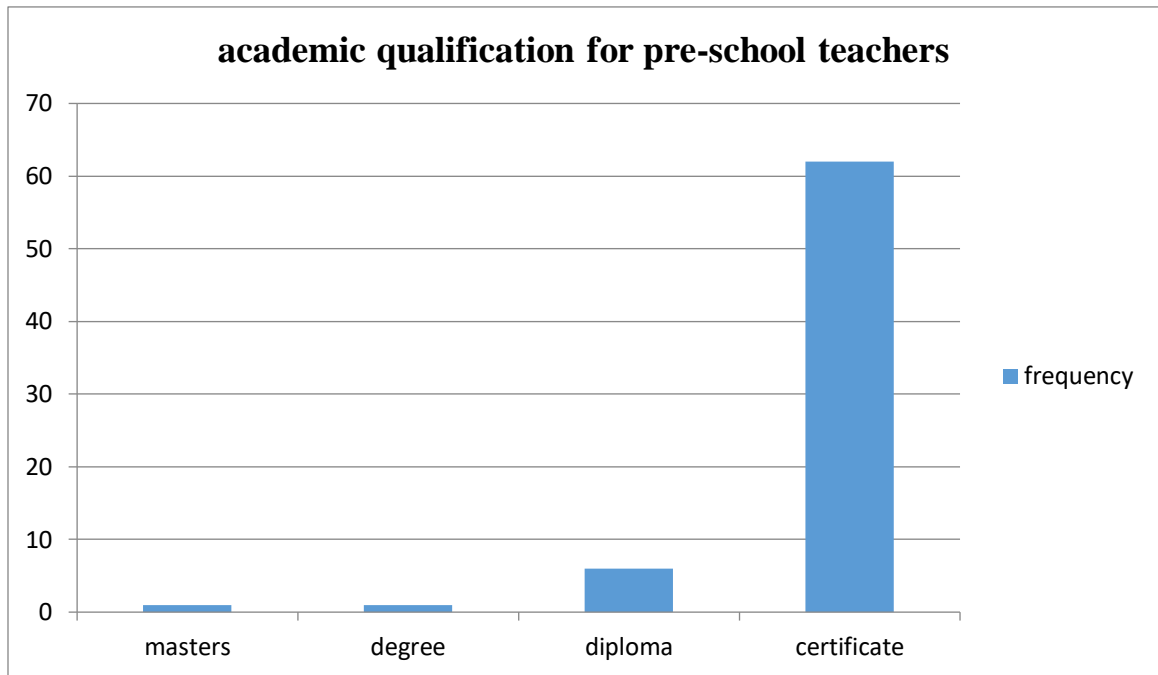


Figure 4. 10: Academic qualifications of pre-school teachers
(1) Importance of Pre-School in teaching and learning of moral values

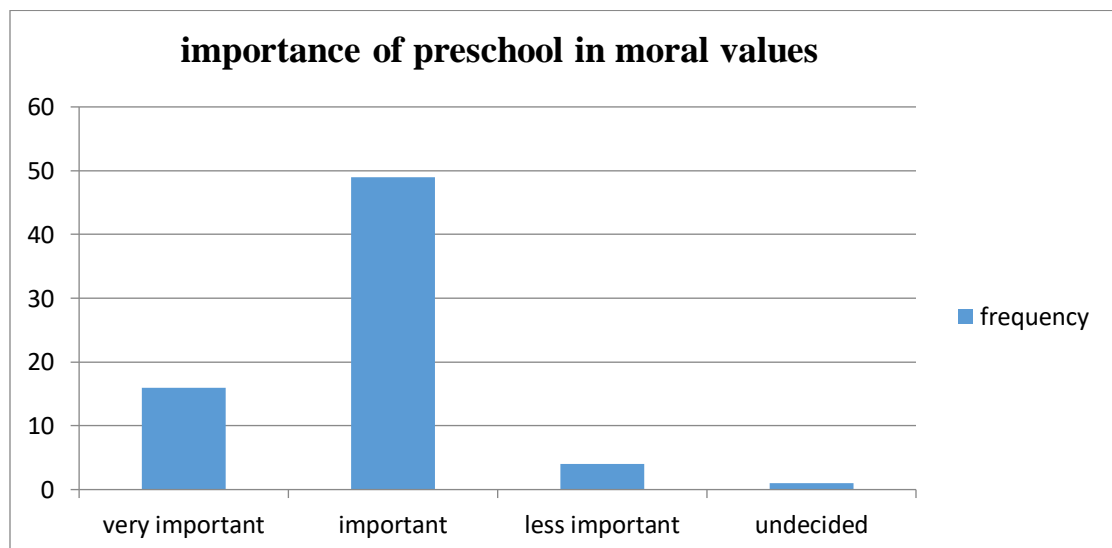
Table 4.11 and figure 4.11 shows that many pre-school teachers support pre-school as important in teaching and learning of moral values that is forty-nine (70.0%) while those who support as very important are sixteen (22.9%) and few of teachers said that pre-school education is less important in teaching and learning of moral values, four (5.7%). However, there are those who are undecided, one (1.4%)

From the findings, many pre-school teachers support pre-school as important in teaching and learning of moral values. The reason might have been that they have discovered most pre-school children to have acquired more moral values at school than at home due to teachers being with them most of the time and correcting them where necessary. Those teachers supported the pre-school education to be very important might have seen the

difference in behavior between children at school and those at home and the moral values each group portray.

Table 4.11 Importance of pre-school in teaching and learning of moral values

Importance of pre-school		Frequency	Percent	Valid percent	Cumulative percent
Valid	Very important	16	20.5	22.9	22.9
	Important	49	62.8	70.0	92.9
	Less important	4	5.1	5.7	98.6
	Undecided	1	1.3	1.4	100.0
	Total	70	89.7	100.0	
Missing system		8	10.3		
Total		78	100.0		



**Figure 4.11: Importance of pre-schools in teaching and learning of moral values
(1) Pre-school education inseparable in moral values**

Table 4.12 and Figure 4.12 summarizes data on the statements that say the pre-school education is inseparable from moral values. Many respondents agreed twenty-seven (38.6%) followed by those who strongly agreed, nineteen (27.1%), then those who were undecided thirteen (18.6%) those who disagree eight (11.4%) and lastly those who strongly disagree three (4.3%)

Durkheim,E(2003) states that moral development and education in life of a child is inseparable. He acque that as the child grow he/she learns from behavior of others and in the process he/she is taught what is good and bad for him/her. He says child learns morals both at home and school.

.From the findings teacher supported that pre-school education is inseparable from moral values. This could be that they are the ones teaching and therefore when teaching curriculum activities, they also teach the moral values. The teachers who were undecided might have found the question difficult for them to answer. While those who disagree might not be teaching moral values in their pre-schools or maybe they misunderstood the question.

Table 4.12 ho preschool education is inseparable

Pre-school education inseparable from moral values	Frequency	Percent	Valid percent	Cumulative percent
Strongly agree	19	24.4	27.1	27.1
Agree	27	34.6	38.6	65.7
Undecided	13	16.7	18.6	84.3

Valid decided	8	10.3	11.4	95.7
Stronglydisagree	3	3.8	4.3	100.0
Total	70	89.7	100.0	
Missing system	8	10.3		
Total	78			

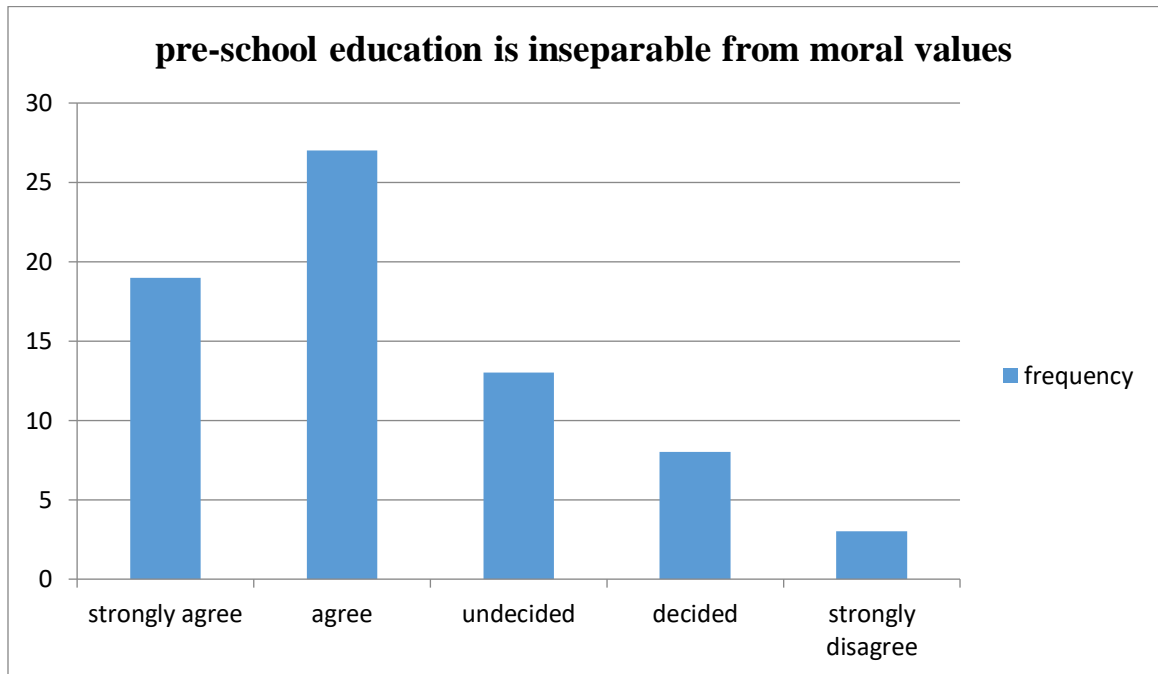


Figure 4.12: Pre-school education is inseparable from moral values
(1) Moral values taught and learnt in pre-schools

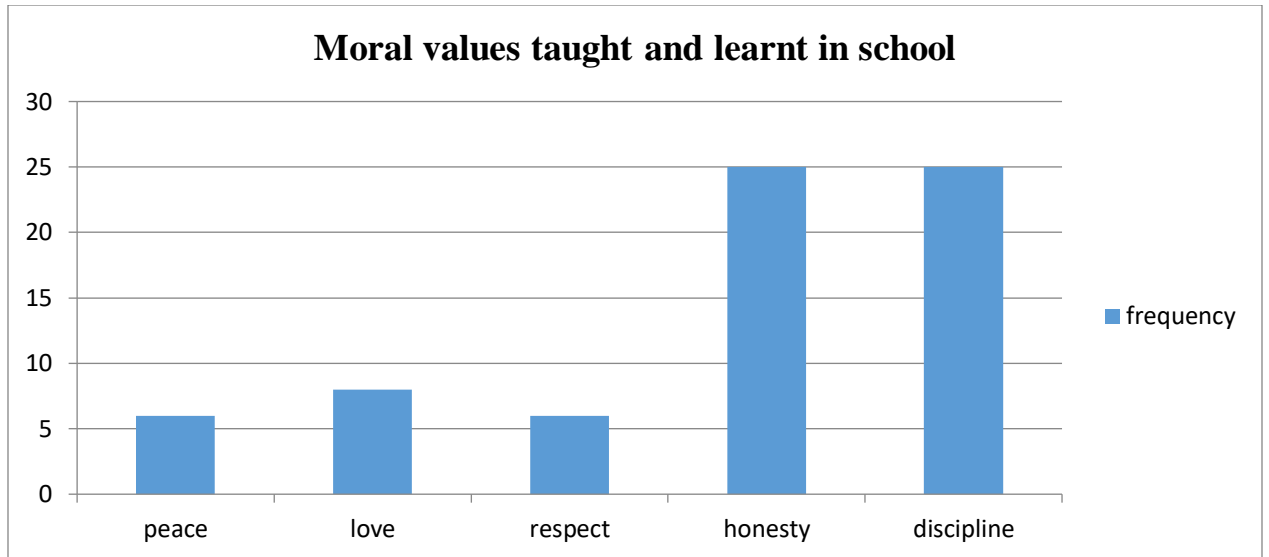
Table 4.13 and graph 4.13 shows the summarized data on moral values taught and learnt in pre-school. The leading moral values are honest and discipline which are in equal proportions, twenty-five (35.7%) followed by love which is eight (11.4%) and lastly is peace and respect in which are also in equal proportion in six (8.6%)

Kohlberg L.(2008) states that child learns most of the moral values in pre-school through peers and teachers. He emphasizes that teachers should make sure that they guide the learners well so that they acquire right morals.

The findings show that of the moral values taught and learnt in pre-school, the value of honest and discipline is leading. The reason could be that many teachers consider the two values to be basic values that children should be taught before another moral value. The second is the value of Love, in which the teachers might have considered the value of love to have been taught in the church and home hence putting less emphasis on teaching the same value. The least value taught and learnt in pre-school is peace, this could be that the teachers assumed that the children are too young to understand this value and the few of them who teach this value might have seen the importance of peace and want the children to learn it from tender age.

Table 4.13: Morals taught and learnt in pre-school

Moral values	Frequency	Percent	Valid Percent	Cumulative Percent
Peace	6	7.7	8.6	8.6
Love	8	10.3	11.4	20.0
Respect	6	7.7	8.6	28.6
Valid Honest	25	32.1	35.7	64.3
Discipline	25	32.1	35.7	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		



**Figure 4.13: Moral values taught and learnt in preschool
(1) Education shapes behavior**

Table 4.14 and figure 4.14 is a summary of data on the statement, which states that education shapes behavior of pre-school child. The findings show most of the respondents strongly agree with the statement in that they are thirty-four (48.6%) followed by those who agree, twenty (28.6%) then undecided, ten (14.3%) and lastly those who disagree and strongly disagree who were of equal proportion three (4.3%)

Winston J.(2008) says that school life determines the moral one acquires. He emphasizes that teachers have a great role not only of teaching but molding the learners character. He states that teachers should teach academic and also morals.

From the findings, it shows that most of the teachers strongly agree that education shapes behavior of pre-school children. This could be that when children come to school to have different behavior and after spending some days, months or years learning there is change in behavior and teachers observe this change as they occur.

The undecided could be that they did not want to answer the question or may have not understood it. The teachers who disagreed might not have been observing their pupils behavior when they join pre-school and after they have stayed for long. Another reason could be that they were newly posted from college and have not had enough time with pupils.

Table 4.14: Education shapes behavior of pre-school child

Education shapes behavior	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	34	43.6	48.6	48.6
Agree	20	25.6	28.6	77.1
Undecided	10	12.8	14.3	91.4
Valid				
Disagree	3	3.8	4.3	95.7
Strongly disagree	1	3.8	4.3	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		

Total	78	100.0		
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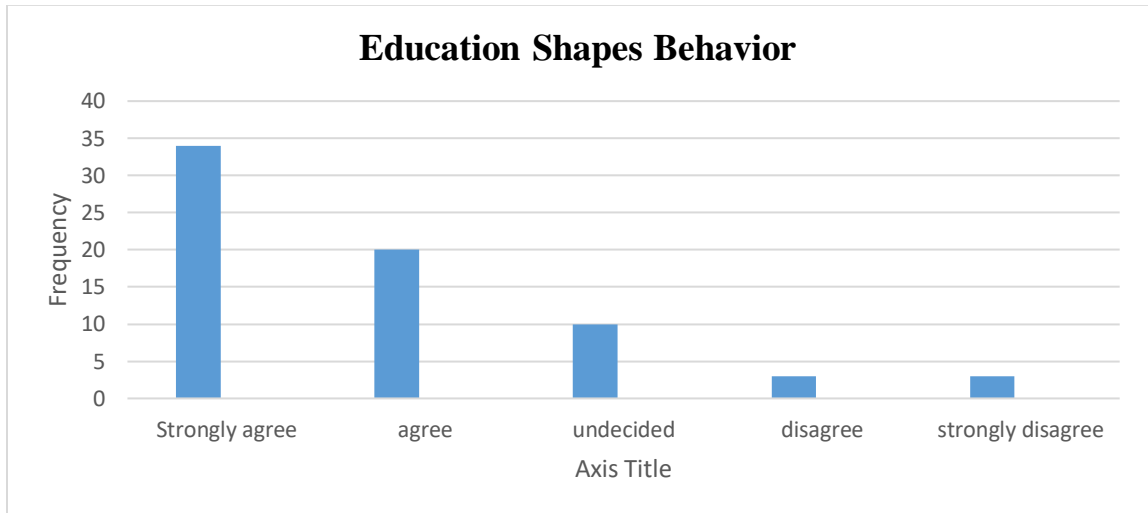


Figure 4. 14: Education Behavior of Pre-School Child
(1) Education enhance acquisition of knowledge, skills and attitudes

Table 4.15 and figure 4.15 summarizes data on the statement that says education enhance acquisition of knowledge, skills and attitudes. It was observed that most of respondents strongly agree, nineteen (27.1%) then undecided who were ten (14.3%) and lastly those who disagree and strongly disagree who were the least equal proportions of three (4.3%).

Young L.(2007) states that pre-school education is very vital in the life of a child because apart from education that enables one to get knowledge and skills and attitudes. It shapes the character of and individual to fit in the society.

From the findings, it shows that many teachers agreed that education enhance acquisition of knowledge, skills and attitudes. This could be the curriculum used in pre-school entails knowledge, skills and attitudes and they know it as part of the objectives to be achieved after teaching and learning period in pre-school. Maybmany teachers make it their

objective that at the end of teaching and learning period the children should have acquired knowledge, skills and attitudes. However, the undecided and those who disagree might not have understood the question.

Education enhance acquisition of knowledge attitudes and skills	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	35	44.9	50.0	50.0
Agree	19	24.4	27.1	77.1
Undecided	10	12.8	14.3	91.4
Disagree	3	3.8	4.3	95.7
Strongly disagree	3	3.8	4.3	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		

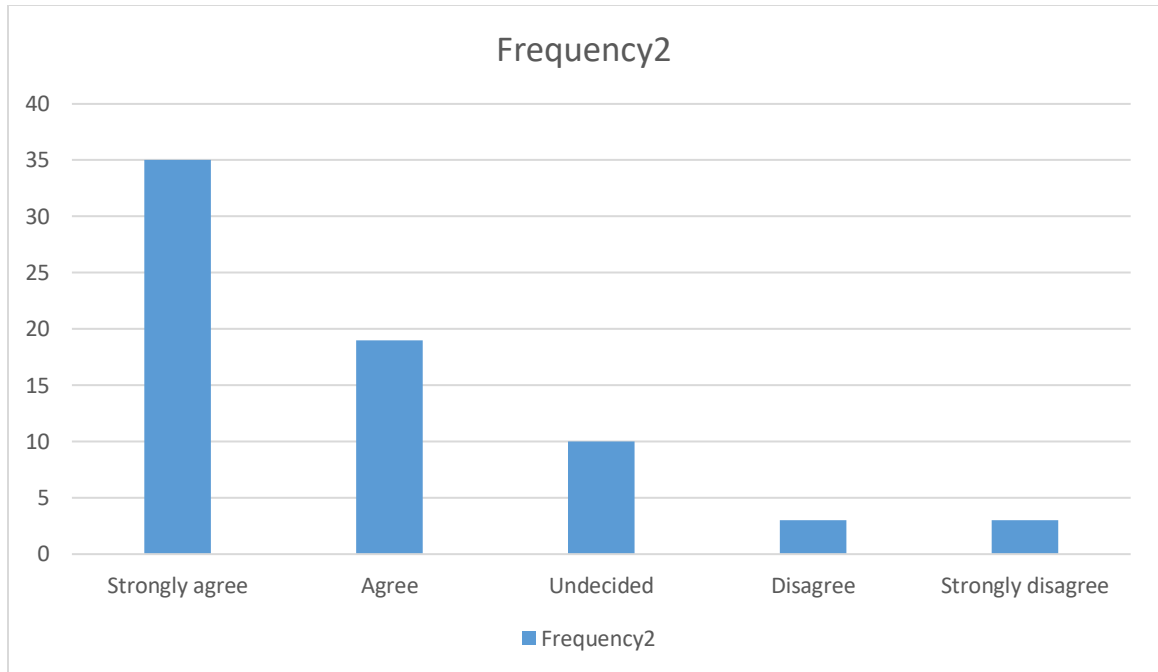


Figure 4.15: Education enhance acquisition of knowledge skills and attitude

(1) Enhancing unconditional love

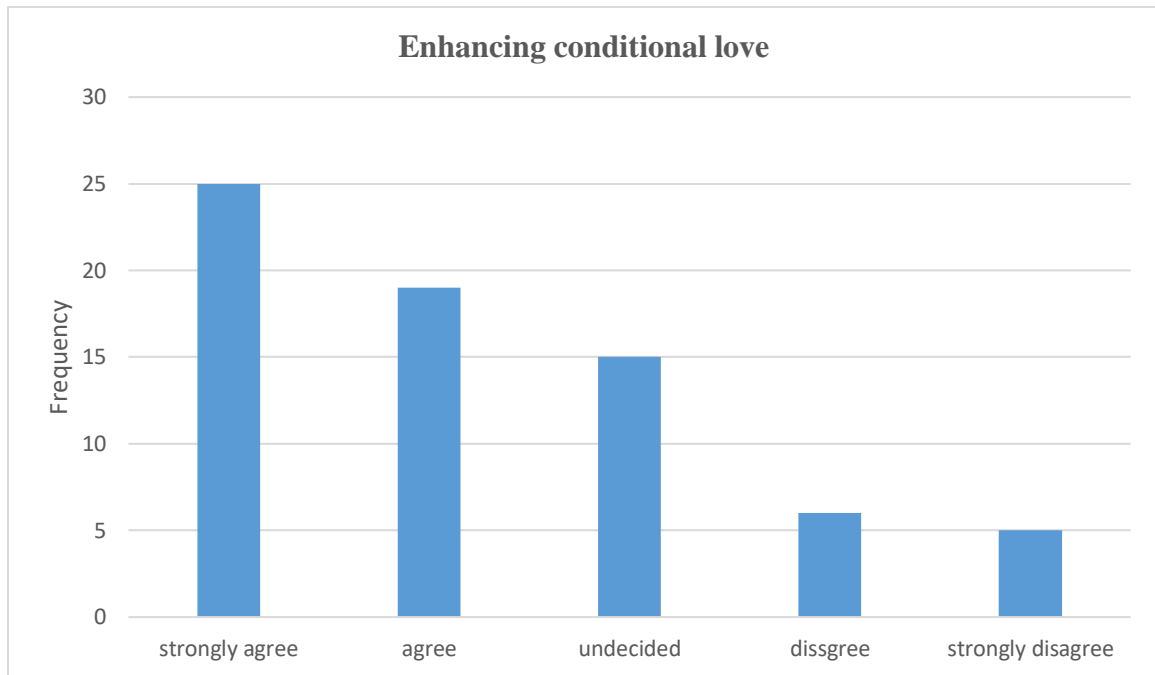
The table 4.16 and figure 4.16 shows summarized data on the statement which states that the value of unconditional love to be enhance in pre-school. The findings show that the highest number of respondents strongly agree, twenty five (35.7%) while nineteen agree (27.1%) undecided were fifteen (21.4%) and those who disagree were six (8.6%). Lastly, are teachers who strongly disagree, five (7.1%)

From the findings, the larger number of teachers strongly agrees that the value of unconditional love should be enhanced. Maybe the reason is that when the pre-school child is full of love he/she will be able to accept and live with other people harmoniously not only at tender age but even when they are adults, just as stated by Meyer J.E.(2008) that Love is accepting and considering other people more important than yourself. However, those who are undecided and teachers who disagree may not have understood the question,

ignore it or maybe they do not see the need of enhancing the value of Love in pre-school, because they may be considering that they are too young to understand the value of love.

Table 4.16: Enhancing of unconditioned love in pre- school

Enhancing conditional love	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	25	32.1	35.7	35.7
Agree	19	24.4	27.1	62.9
Undecided	15	19.2	21.4	84.3
Disagree	6	7.7	8.6	92.9
Strongly disagree	5	6.4	7.1	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		



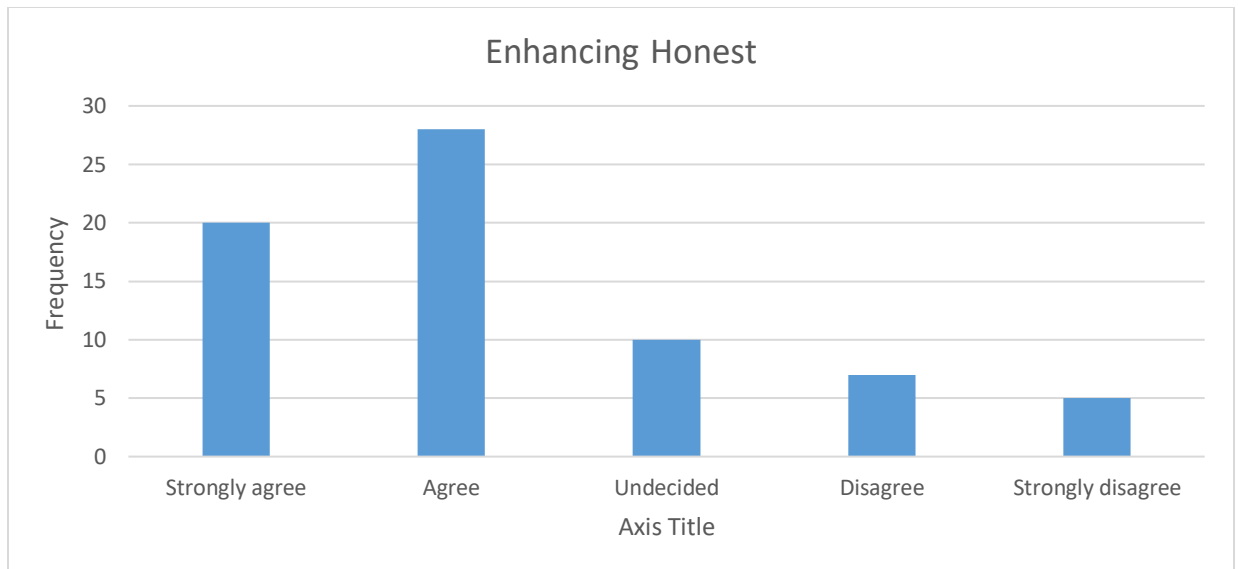
**Figure 4. 16: Enhancing of conditional love in pre-school
(1) Enhancing honest**

Table 4.17 and graph 4.17 summarizes the data on the statement, which states that, the value of honest to be enhanced in pre-school. From the findings, many respondents agreed with the statement of enhancing honesty in pre-school, they were twenty-eight (40.08%) followed by those who strongly agree who were twenty (28.6%) then undecided, ten (14.8%) and those teachers who disagree were seven (10.02%) lastly were five (7.1%) who strongly disagree.

LickonaT.(2003) emphasizes that people with love live a happy and peaceful life with all people. He continues to state that a child should be taught to be honest person from as early as one year.

As per the findings, it was observed that most of the teachers supported the enhancement of honest in pre-schools. This could be that majority of them have found that honest children grow to be good people in the society even when they become adults. In addition, they could have assessed the lack of this value and found that it can lead to children becoming liars, thieves and unreliable children/people in future. The few respondents who were undecided and those who disagree might not have learnt the value of honesty in their lives ever since they were young children and so they might not understand the real meaning of this value.

Enhancing honest	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	20	25.6	28.6	28.6
Agree	28	35.9	40.0	68.6
Undecided	10	12.8	14.3	82.9
Disagree	7	9.0	10.0	92.9
strongly disagree	5	6.4	7.1	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		



**Figure 4.17: Enhancing of honest in pre- school
(1) Enhancing peace**

The table 4.18 and figure 4.18 is a summarized data on the statement which states that the value of peace to be enhanced in pre-schools. The findings show that thirty (42.9%) of the respondents agree, twenty-four (34.9%) strongly agree, eleven (15.7%) were undecided and four (5.7%) disagree and lastly are those who strongly disagree (1.4%).

Philips F.O.(2000)in his statement says that honest people live a life free of quilt. He states that our children should be taught the value of honest for them to acquire early in life.

From the findings, it shows that overwhelming number of teachers agreed that the value of peace to be enhanced in pre-school. This could be that they have witnessed fighting, wars and other unrestful situation and discovered that the only way is to enhance peace in pre-schools to enable children understand importance of peace from their tender age. The tribal clashes which were encountered in Kenya in 2008 might have made majority of the teachers to support enhancement of this value. Those teachers who were

undecided/disagree might have not known the meaning of peace, may be they were not honest in answering the question.

Table 4. 18: Enhancing of peace in pre-school

Enhancing of peace	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	30.8	34.3	34.3
Agree	30	38.5	42.9	77.1
Undecided	11	14.1	15.7	92.9
Valid				
Disagree	4	5.1	5.7	98.6
strongly disagree	1	1.3	1.4	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		

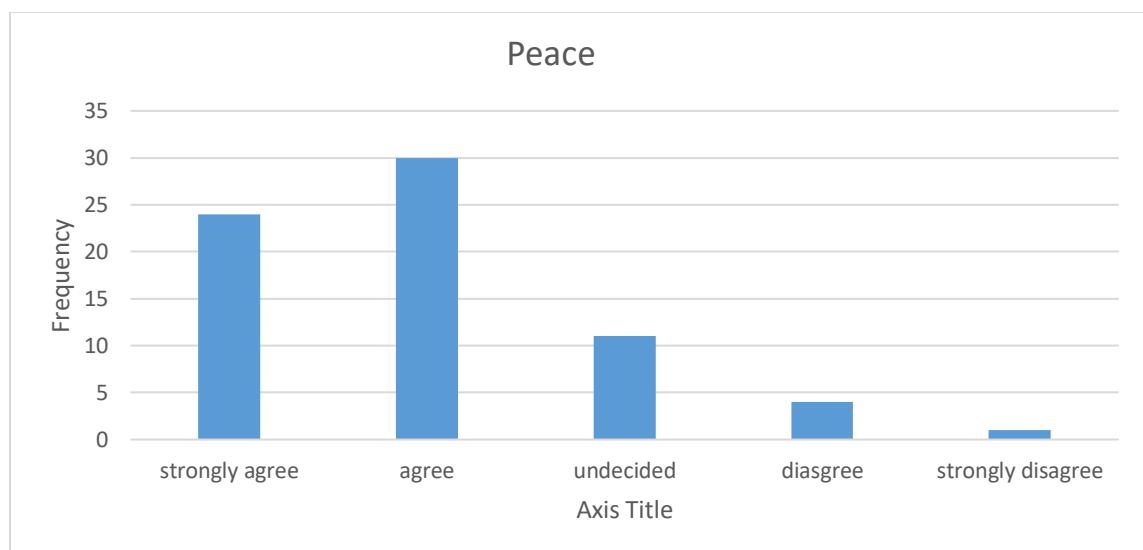


Figure 4.18: Enhancing of peace in pre-school

(1) Enhancing respect

The table 4.19 and figure 4.19 summarizes the data on the statement, which states that the value of respect is to be enhanced in pre-school. It was observed that the respondents who strongly agreed with the statement were leading with thirty-four (48.6%), followed by those who agree with twenty (28.6%) then undecided and disagreeing respondents who were of equal proportion, thirteen (18.6%) two (2.9%) and lastly are those who strongly disagree with one (1.4%).

Menciou L.(2001) states that to have peace with others, is great achievement one acquires in life. He said that one to be happy he/she should strive for peace. He emphasized that our children should acquire value of peace.

As per the findings, it shows that many teachers supported the statement that the value of respect should be enhanced in pre-school. This could be that they would like the children to acknowledge the existence of other people in the society just as it is stated in literature review that respect is acknowledging one's own existence and that of other people in society. Maybe the fact that they are also parents, and expect their own children to respect them, has contributed to their support for enhancement of respect in pre-school. The few teachers who disagree might be teachers who are not yet married and have no children of their own. It could also be that they were brought up in an environment whereby nobody cared about moral values.

Enhancing respect	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	34	43.6	48.6	48.6
Agree	20	25.6	28.6	77.1
Undecided	13	16.7	18.6	95.7
Valid				
Disagree	2	2.6	2.9	98.6
strongly disagree	1	1.3	1.4	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		

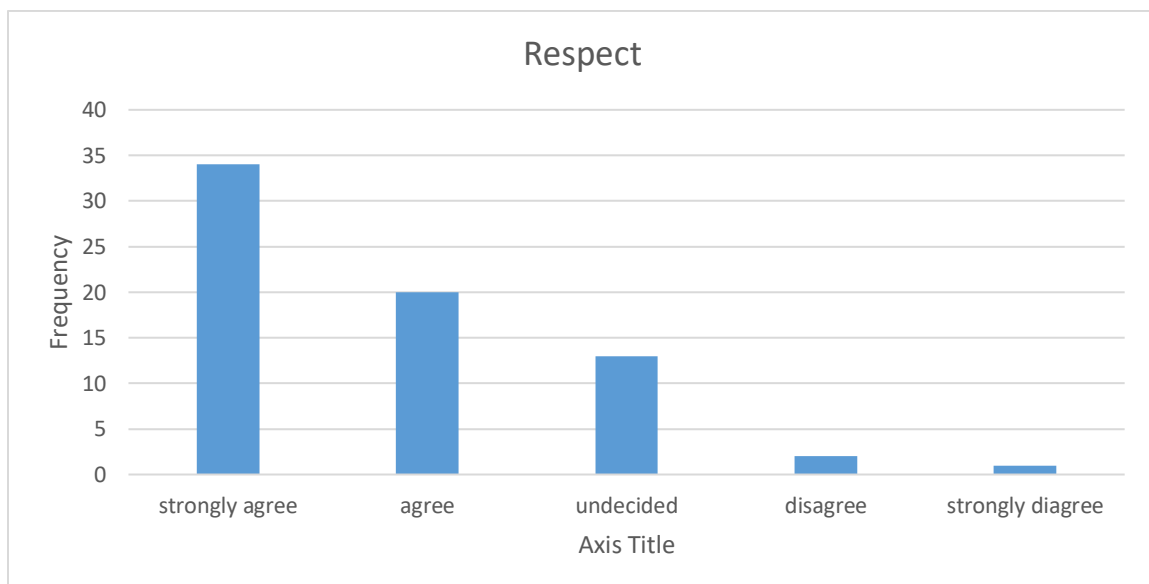


Figure 4. 19: Enhancing of respect in pre-school

(1) Instruction methods used in teaching

The table 4.20 and graph 4.20 summarizes the data on the instructional methods used in teaching and learning of moral values it was observed that the most used method was story telling which was thirty-five (50.0%) nineteen teachers (27.1%) used songs and poems and ten used discussion method (14.3%) and the least used method is news telling which was used only by six (8.6%).

Ann.N. and Kabiru(2004) emphasizes that children should be taught the value of respect for them to be respectful and respectful people in the society in future.

According to the findings, the most used method in teaching and learning of moral values was storytelling. It could be that children enjoy stories narrated by their teachers hence teachers take this advantage by telling children stories with morals in it. Teachers might have preferred this method to be the best because many cultures have variety of stories with teachings in it and so children already have experience of storytelling it's not new to them. The nineteen teachers who used songs and poems might have also chosen it because songs and poems are commonly used at home by parents and caregivers making it easy for children to understand teachers therefore may take the opportunity of teaching children songs and poems with morals intertwined in them. The ten teachers who used discussion might have found it convenient for children to participate in learning activities so as to help those who are withdrawn, shy and those who lack self-confidence to discuss activities that has moral values in it. However, the remaining few teachers use news telling this could be that most of their pre-school children enjoy news telling and therefore teacher tells them

news which has moral values in it. The teacher could also find it easy guiding children to news tell news with morals in it.

Table 4. 20: Instructional methods used in teaching and learning of moral values in pre-school

Instructional methods	Frequency	Percent	Valid Percent	Cumulative Percent
class discussion	10	12.8	14.3	14.3
story telling	35	44.9	50.0	64.3
Valid songs and poems	19	24.4	27.1	91.4
news telling	6	7.7	8.6	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		

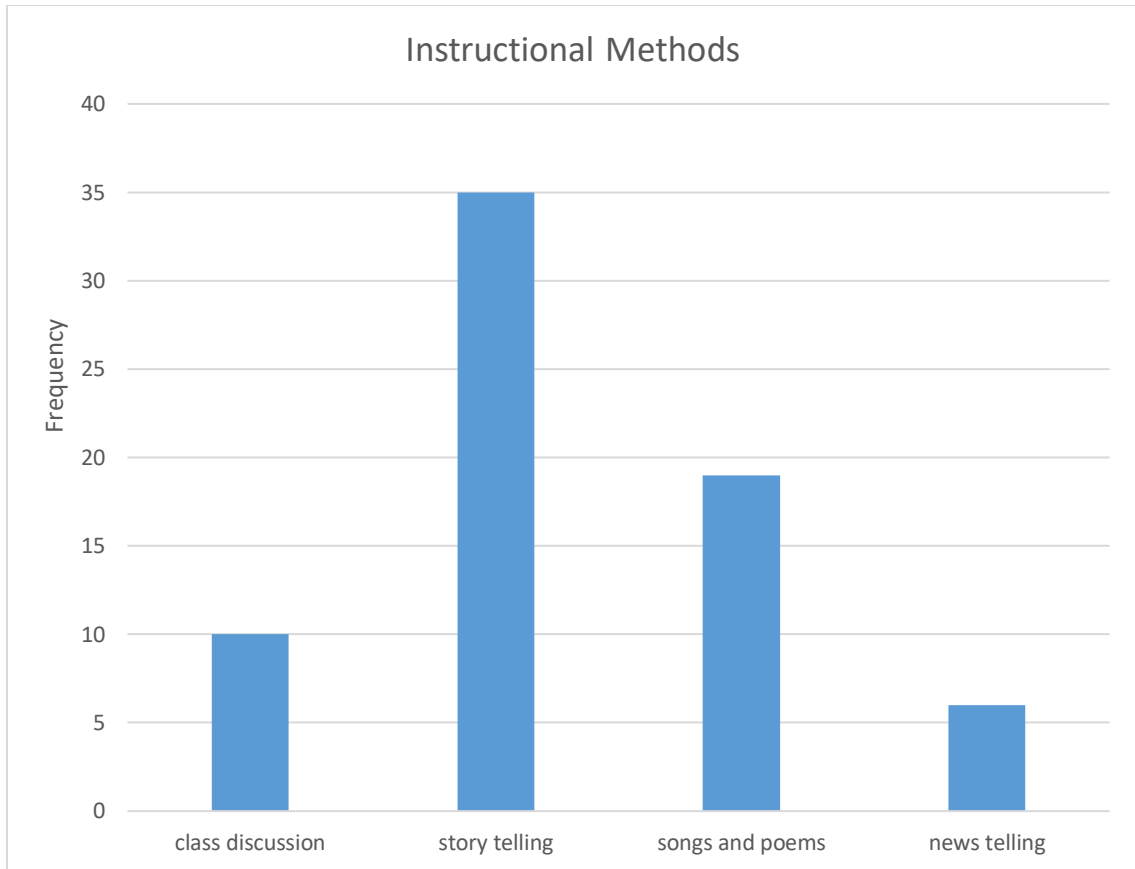


Figure 4.20: Instructional methods used in teaching and learning of moral values in pre-school

(1) Demanding moral behavior from the child

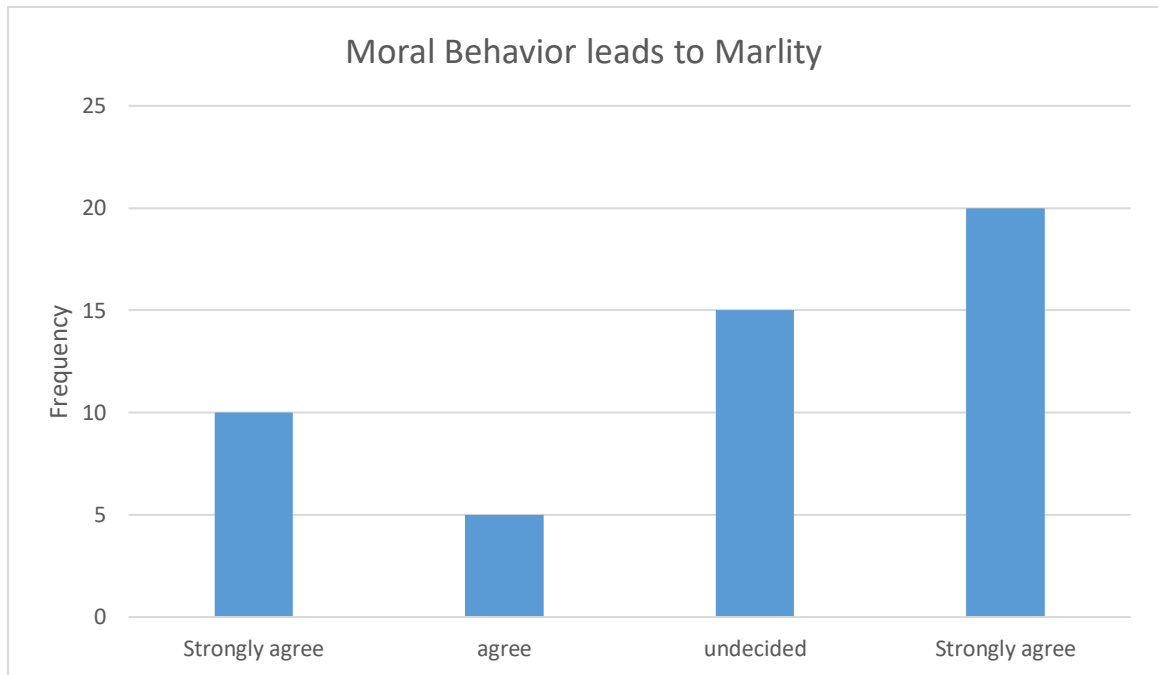
Table 4.21 and figure 4.21 shows summary of data on the statement which states that one should expect moral behavior from the child by demanding moral behavior from the findings, the pre-school teachers who disagree and strongly disagree were leading with the same proportion of twenty (28.6%) followed by the undecided who were fifteen (21.4%) then strongly agreed, ten (14.3%) and five (7.1%) of teachers agreed with the statement.

Wwana.O.C(2003)states that practical role model is important for our young children. She emphasizes that care givers should be doing what they tell children to do. She says that the phrase ‘do what I say and not what I do’ is mostly used by caregivers and when children

fall to follow instruction they are forced to do the right by being beaten. According to her beating or demanding good morals is not right way of teaching moral values.

From the findings, it shows that many teachers disagreed with the statement. Thus could be that they have taught children for many years and have known that demanding moral behavior from the child does not work. They might also view this statement as forcing the child to do what is expected of him or her. Those who agree might have found that it is the only way to make the child morally upright if the child does not do what he/she has been taught then the only way is to force. The undecided might have less experience in teaching and learning and therefore do not understand or know if this method of demanding moral behavior from the child work.

Demanding moral behavior	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	12.8	14.3	14.3
Agree	5	6.4	7.1	21.4
Undecided	15	19.2	21.4	42.9
Disagree	20	25.6	28.6	71.4
strongly disagree	20	25.6	28.6	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		



**Figure 4. 21: Demanding of moral behavior from the child
(1) Acknowledging good behavior**

Table 4.22 and figure 4.22 summarizes data on the statement which states that child should be acknowledged if found acting morally. From the findings it shows that majority of the teachers strongly agreed they were twenty-nine (41.8%) while more than half twenty (28.6%) agreed, ten (14.3%) were undecided, six (8.6%) disagree and five (8.6%) disagree

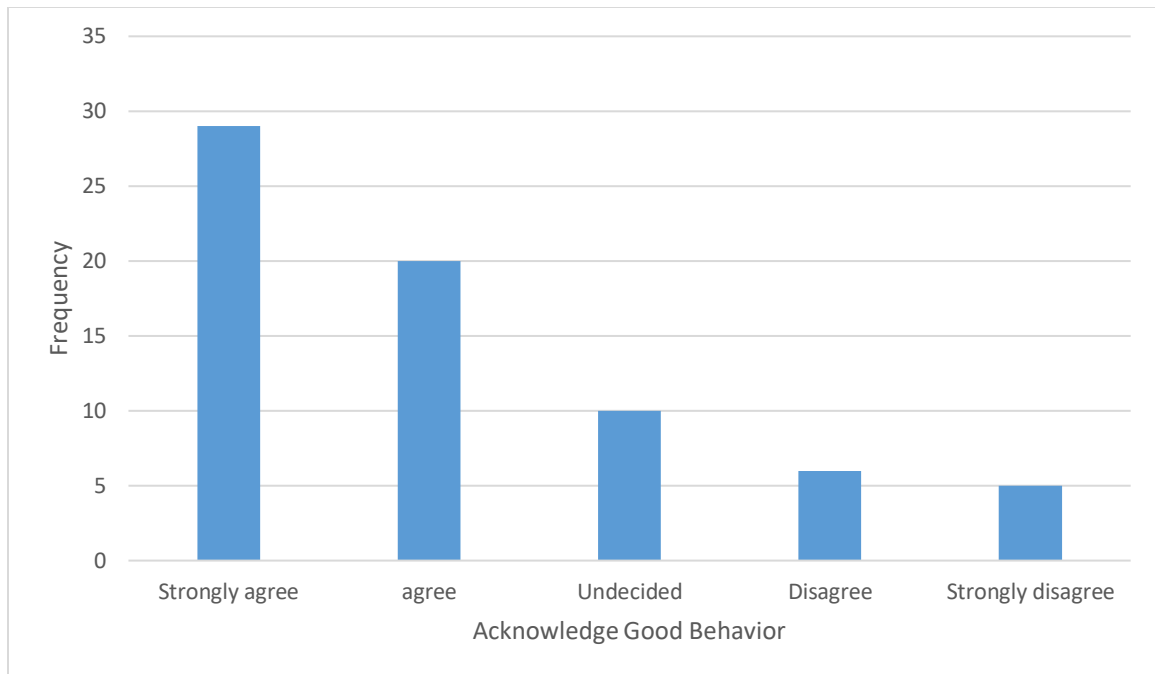
Davries R. and Ian B.(2000)states that children need to be encouraged and acknowledged whenever they do something good or behave well. This will motivate the child to continue doing the right things.

From the findings, many teachers supported that children should be acknowledged when found acting morally. This could be a way of motivating children to continue acting morally and that through their own experience with children; they might have

acknowledged children before and found it working. However, there are those teachers who were undecided and those who disagree. Maybe they felt acknowledging the child, he/she may expect to be acknowledged each and every time they act morally and if they are not acknowledged daily he/she might stop acting morally. It could also be that these teachers who disagree have no time with their pupils' maybe they find it tiresome interacting and chatting freely with them and so theirs is just to teach and get out of class without bothering whether children have achieved the objectives or not.

Table 4. 22: Acknowledgement of the good behavior of the child

Acknowledging behavior	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	29	37.2	41.4	41.4
Agree	20	25.6	28.6	70.0
Undecided	10	12.8	14.3	84.3
Disagree	6	7.7	8.6	92.9
strongly disagree	5	6.4	7.1	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		



**Figure 4. 22: Acknowledgement of the good behavior of the child
(1) Modeling right behavior**

The table 4.23 and figure 4.23 summarizes data on modeling right behavior. The findings shows that majority of pre-school teachers strongly agree with the statement they were twenty one (30.0%) also good number agree twenty (28.6%) and fifteen (21.4%) were undecided and nine (12.9%) disagree, few five (7.1%) strongly disagree

Elias J.L.(2001)states that all caregivers including church leaders should be role models for the children to emulate them. He said that the responsibility of shaping behavior of children should not be left to teachers alone.

The findings shows that overwhelming number of teachers supported that right behavior should be modeled for pre-school children to emulate. Just as it is stated in theoretical framework that children learn through imitation. The teachers also may have found role modeling to be the best method through their experience of working with children in pre-

school. The teachers who disagree and the undecided might have not understood the question, maybe they were not honest with their answer or may have found that children can imitate both bad and good behavior of adults because they trust that any action of an adult is right.

Modeling right behavior	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	26.9	30.0	30.0
Agree	20	25.6	28.6	58.6
Undecided	15	19.2	21.4	80.0
Disagree	9	11.5	12.9	92.9
strongly disagree	5	6.4	7.1	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		

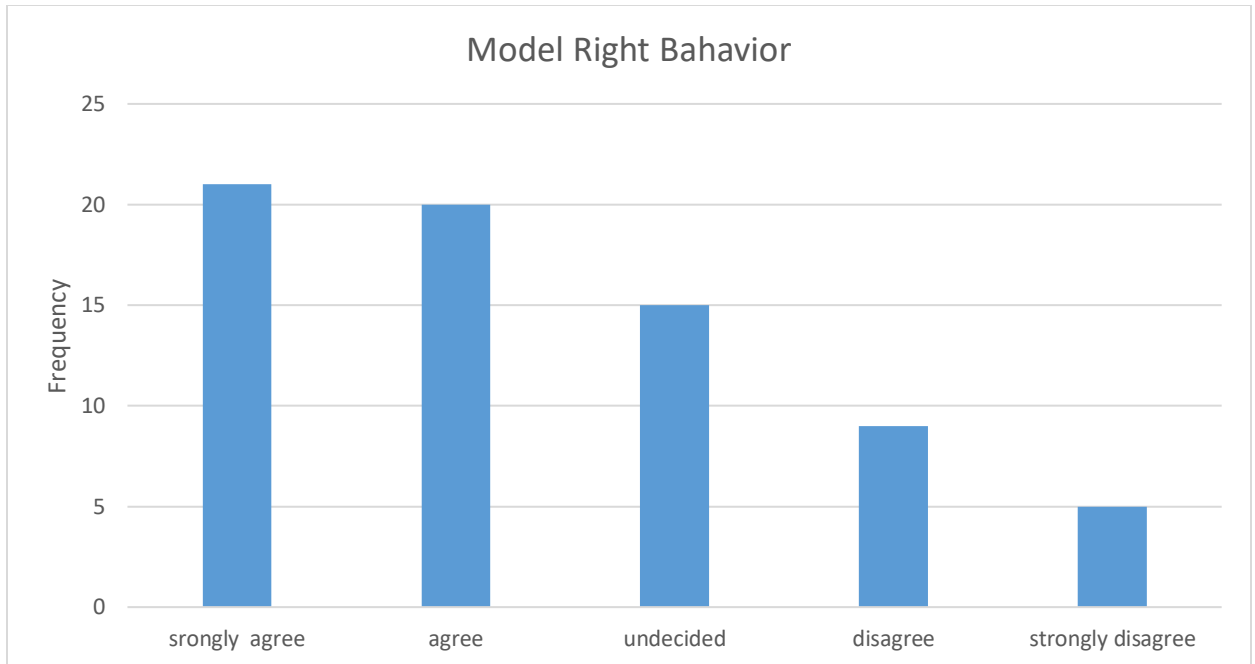


Figure 4.23: Modelling of the right behavior of adults

The table 4.24 and figure 4.24 is a summary on monitoring media consumption by pre-school children. It was observed from the findings that many pre-school teachers strongly disagree with the statement twenty-five (35.7%), twenty (28.6%) disagreed and ten (14.3%) were both the undecided teachers and those who disagree five (7.1%) of the respondents strongly disagree.

Graham D.(1972) emphasizes that media e.g. television plays great role in shaping life of a child. He states that parents and guardians should monitor what their children are watching because it can affect negatively if not monitored.

From the findings, high number of teachers disagrees with the statement of monitoring media consumption by pre-school children. Maybe the teachers believe that many parents are not accessible to media such as television, computers and others that the children can watch and so there is no possibility of children to be affected negatively by media. It could also be that they believe that there is no adult who will manage to monitor the child all day

long and therefore it is impossible according to them to monitor media consumption. Another reason is that they might have considered the positive sight of media like use of computers, education programs in television and radio with considering the negative sight like pornographic videos in the media.

The undecided and those who agree might have felt through experience the negative effects of media on children or maybe they have seen some programs in media that are not good for the consumption of children.

Media control	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	12.8	14.3	14.3
Agree	5	6.4	7.1	21.4
Undecided	10	12.8	14.3	35.7
Disagree	20	25.6	28.6	64.3
strongly disagree	25	32.1	35.7	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		

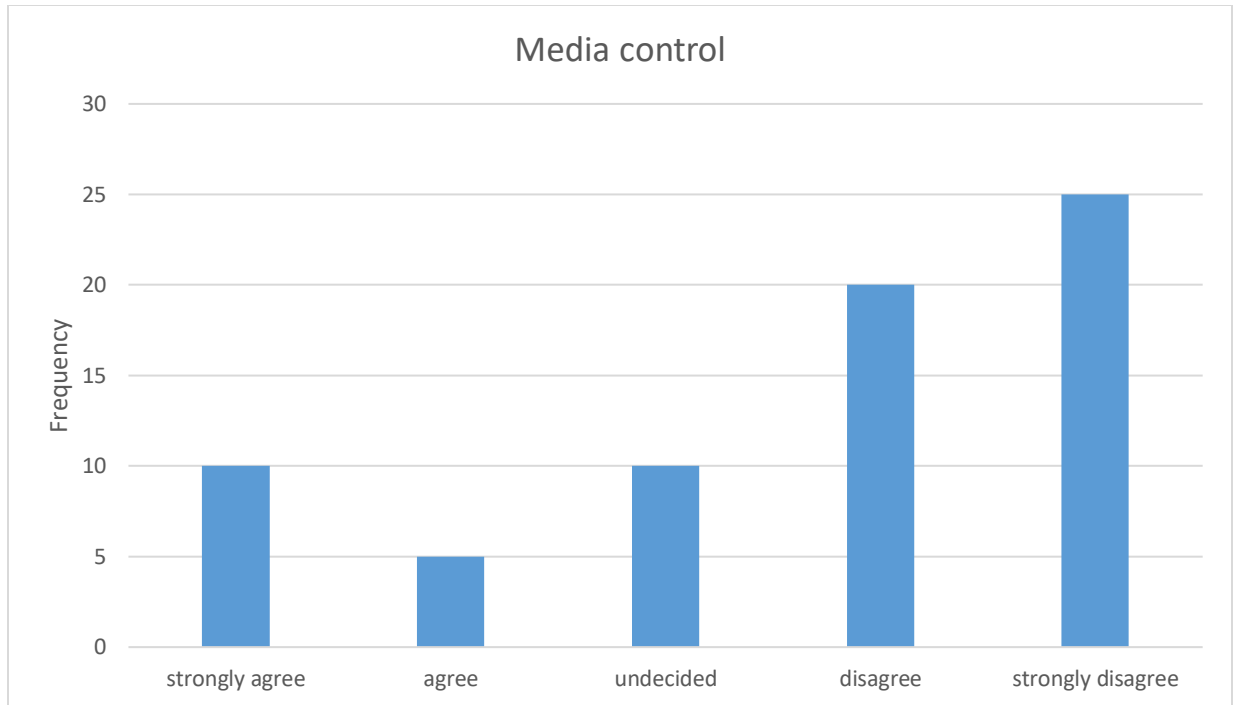


Figure 4.24: Media control for pre-school children

Culture as means of entertainment

The table 4.25 and figure 4.25 summarizes the finding on culture as means of entertainment. The findings shows that overwhelming number of teachers strongly agree thirty-four (48.6%) twenty of them (28.6%) agree, ten (14.3%) were undecided and less number five (7.1%) disagree and lastly were teachers who strongly disagree one (1.4%).

Hoge J.D(2006) states that children come from different cultural background. He emphasized that culture plays a great role in moral development of the child.

As per the findings, many teachers support culture as means of entertainment. This could be that the pre-school children come from diverse cultural backgrounds and during indoor free choice, storytelling, reciting of poems, the children present their news, songs, stories, poems in their mother tongue and according to their culture.

Because of this, teachers might have found the children expressing themselves freely, confidently, and hence relax and enjoy themselves. Teachers might have discovered that using activities such as songs, poems from diverse cultural background makes learning and teaching enjoyable for children and interesting and as a result, they understand what they have learnt. Those who disagree and the undecided might have been brought up in a cosmopolitan area and so they do not find culture as means of entertainment to be important in pre-school.

Table 4.25: Culture as a means of entertainment

Culture as means of entertainment	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	34	43.6	48.6	48.6
Agree	20	25.6	28.6	77.1
Undecided	10	12.8	14.3	91.4
Disagree	5	6.4	7.1	98.6
strongly disagree	1	1.3	1.4	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		

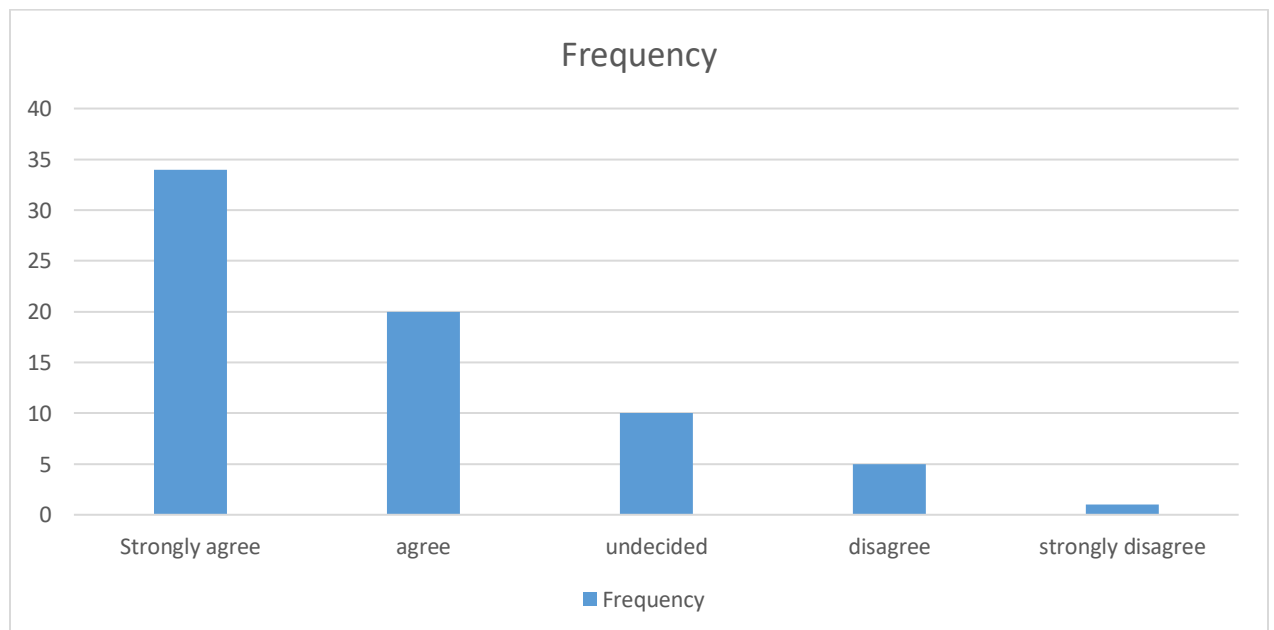


Figure 4.25: Culture as a means of entertainment
(1) Story telling used to learn moral values

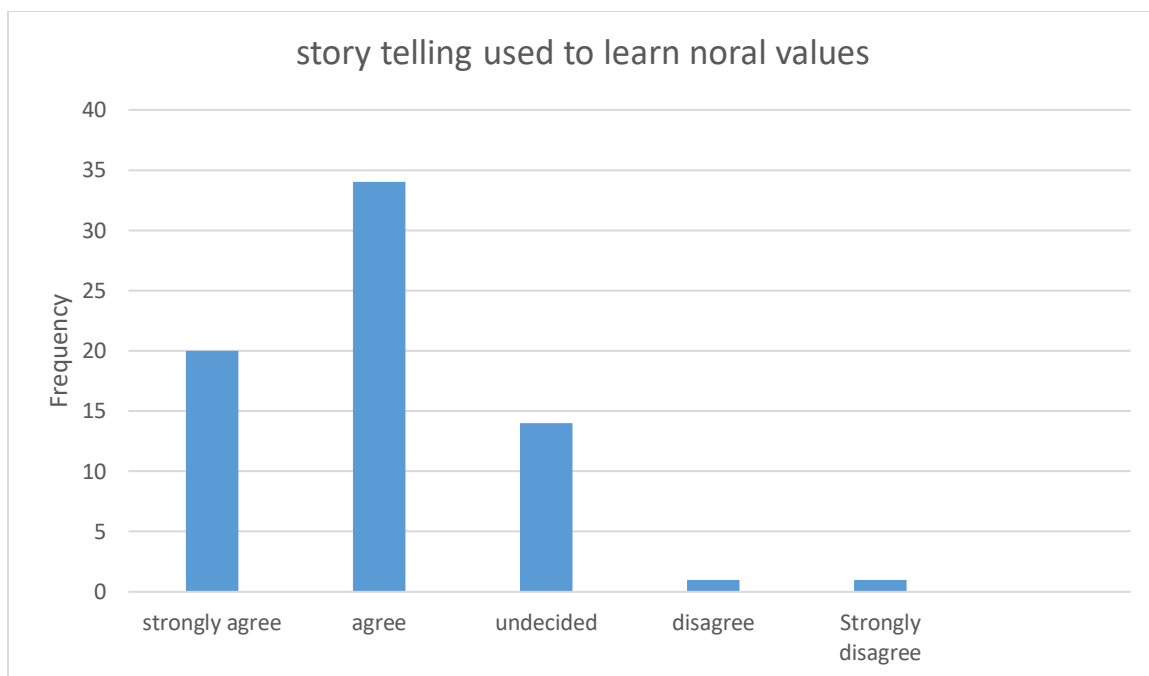
The table 4.26 and figure 4.26 is a summary on storytelling as a method of learning moral values traditionally. The findings shows that large number of teachers agree, thirty-four (48.6%) and good number of them strongly agree, twenty (28.6%) followed by the undecided fourteen (20.0%) and the least were those who disagree and strongly disagree they were of equal proportion, one (1.4%).

Fung,H.(2008) states that story telling helps young children to socialize and also acquire the good values which will shape his/her character.

From the findings, it was observed that many teachers agree that story telling was used traditionally as a method of learning moral values. This could be that majority of them were brought up in rural parts of the country whereby people observe traditionally set rules of the community for example girls in most African Traditional cultures were taught by grandmothers and boys grandfathers. The undecided teachers and those who disagree, might have been brought up in urban areas whereby they don't know any traditional methods of teaching.

Table 4. 26: Story telling used to learn moral values in pre-school

Story telling method of learning moral values	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	20	25.6	28.6	28.6
Agree	34	43.6	48.6	77.1
Undecided	14	17.9	20.0	97.1
Valid				
Disagree	1	1.3	1.4	98.6
Strongly disagree	1	1.3	1.4	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		



**Figure 4. 26: Story telling as method of learning moral values in pre-school
(1) Challenges in teaching & learning of moral values**

The table 4.27 and figure 4.27 shows the challenges which pre-school teachers encounter during teaching and learning of moral values. The findings show that the greatest challenge encountered by teachers was lack of role model. Thirty three (47.1%) then lack of reinforcement which was twenty (28.6%) followed by bad company, twelve (17.1%) and lastly is drawing back to previous behavior which was five (7.1%)

Hersh R.L.(2003) wrote that teaching children moral values without role modeling is the hardest task.He states that children like doing what others do than just being told to do what they have not seen he emphasizes role modeling to be embraced by all caregivers.

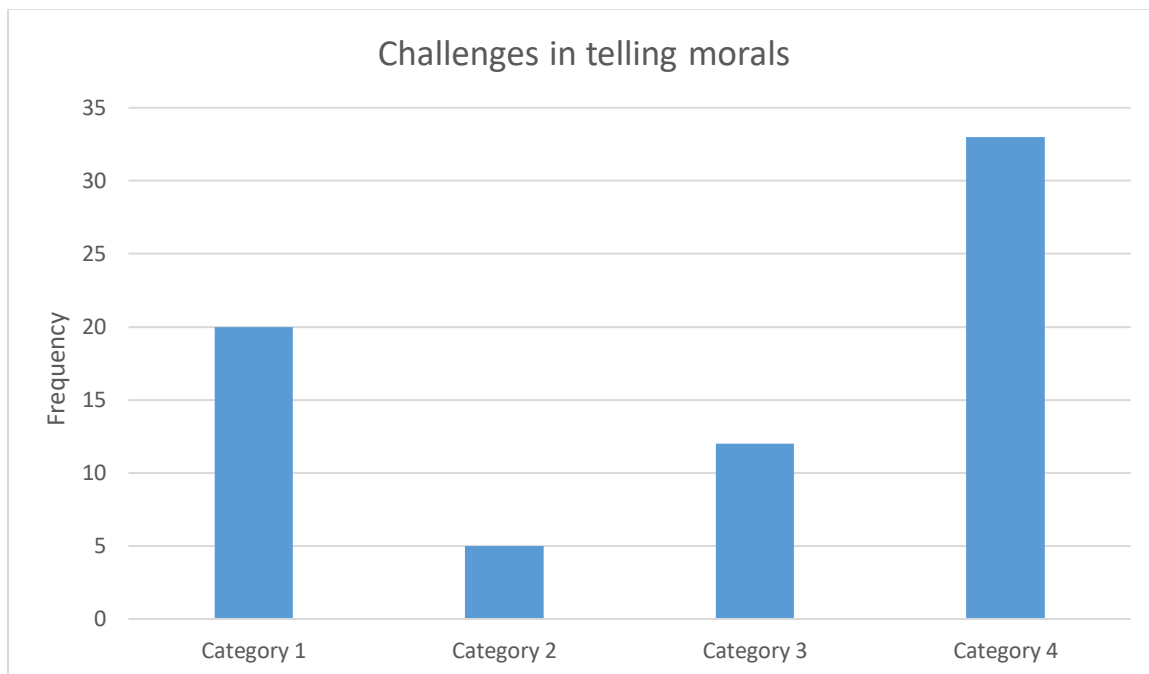
From the findings, the greatest challenge encountered by pre-school teachers in teaching and learning of moral values was lack of role model. The reason could be that many parents and adults living within children environment fail to model good

morals and even though pre-school teachers teach children good morals children do not internalize them because they imitate the morals of adults around them which might be bad morals. However teachers also may not be role modeling what they teach for example a teacher can teach children not to smoke, use abusive language and yet he/she smokes and use abusive language the children in this case will imitate by doing what he/she does just as stated by Bandura in theoretical frame work that children imitate what others do. The next challenge is lack of reinforcement by parents back at home. Maybe after pre-school children have learnt moral values at school, the parents and caregivers back at home fail to reinforce the values whenever they are at home with children. The teachers themselves might also teach and fail to reinforce the moral values.

Bad company of the children is another challenge this could be the company of bad friends whereby they try to teach the pre-school child bad morals like dishonesty, lies and many other. Despite of the efforts of pre-school teacher to teach them good morals, bad company makes the child abandon those good morals. The challenge of drawback might be as a result of lack of provision by parents or certain unsatisfied needs for example if the child has been stealing to fulfill their basic needs then after being taught moral values the child stop stealing and parents do not provide the child might end up drawing back to previous behavior.

Table 4. 27: Challenges pre-school teachers face in teaching and learning of moral values in pre- school

Challenges		Frequency	Percent	Valid Percent	Cumulativ e Percent
	Reinforcement	20	25.6	28.6	28.6
	drawing back	5	6.4	7.1	35.7
Valid	bad company	12	15.4	17.1	52.9
	lack of role model	33	42.3	47.1	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		



**Figure 4.27: Challenges in teaching and learning of moral values
(1) Negative influence by peers**

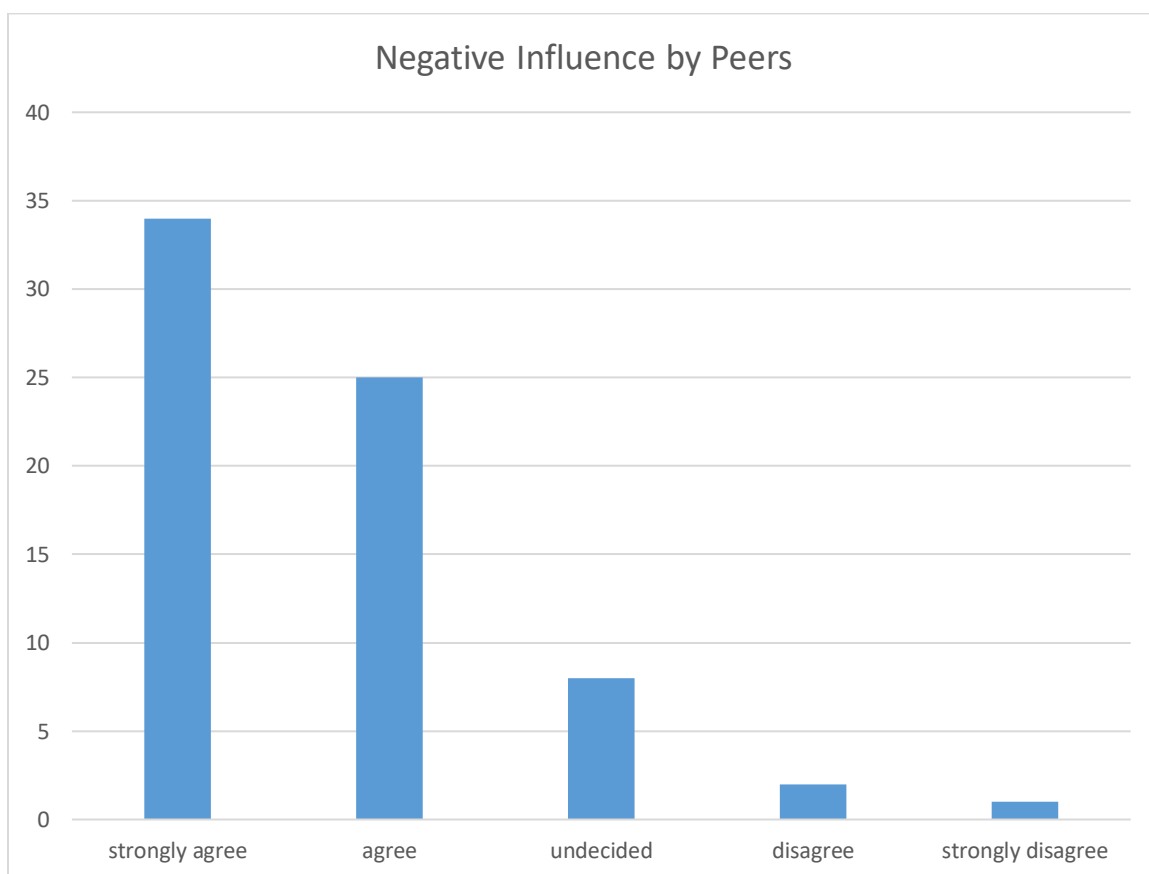
The table 4.28 and figure 4.27 shows the summarized data on challenges of negative influence by peers from findings, it shows that many teachers agree that children can be influenced by peers negatively thirty four (48.6%) agree, twenty five (35.7%) strongly agree, eight (11.4%) were undecided and two (2.4%) disagree, the one (1.4%) of teachers strongly disagree.

Clark(2003) states that a child acquires his/her moral values from the peers. He says that peers can affect the child's moral s either negatively or positively. He urges parents and all the caregivers to watch the kind of friends the child associates with.

According to the findings, many teachers agreed that are influenced by peers negatively. The reason could be that children come from different backgrounds and therefore have different characteristics and behaviors. When they socialize with otherpeers at school they get to learn new behaviors and characteristics. In this case the children who were brought up in an environment where people act immorally, like using abusive and vulgar language the children will pass the same immoral behavior to their peers at school. The undecided and those teachers who disagree might have their special unmentioned reasons why they disagree or are undecided. They might have also assumed that all children are innocent and are naturally morally upright and cannot at any time influence each other negatively.

Negative influence by peers	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	34	43.6	48.6	48.6
Agree	25	32.1	35.7	84.3
Undecided	8	10.3	11.4	95.7
Disagree	2	2.6	2.9	98.6
strongly disagree	1	1.3	1.4	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		

Total	78	100.0		
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**Figure 4.28: Negative influence of pre-school children by peers
(1) Bad influence by media**

The table 4.29 and graph 4.29 summarizes data on challenge of bad influence by media, which does not support moral values. It was observed that twenty-three (32.6%) of teachers

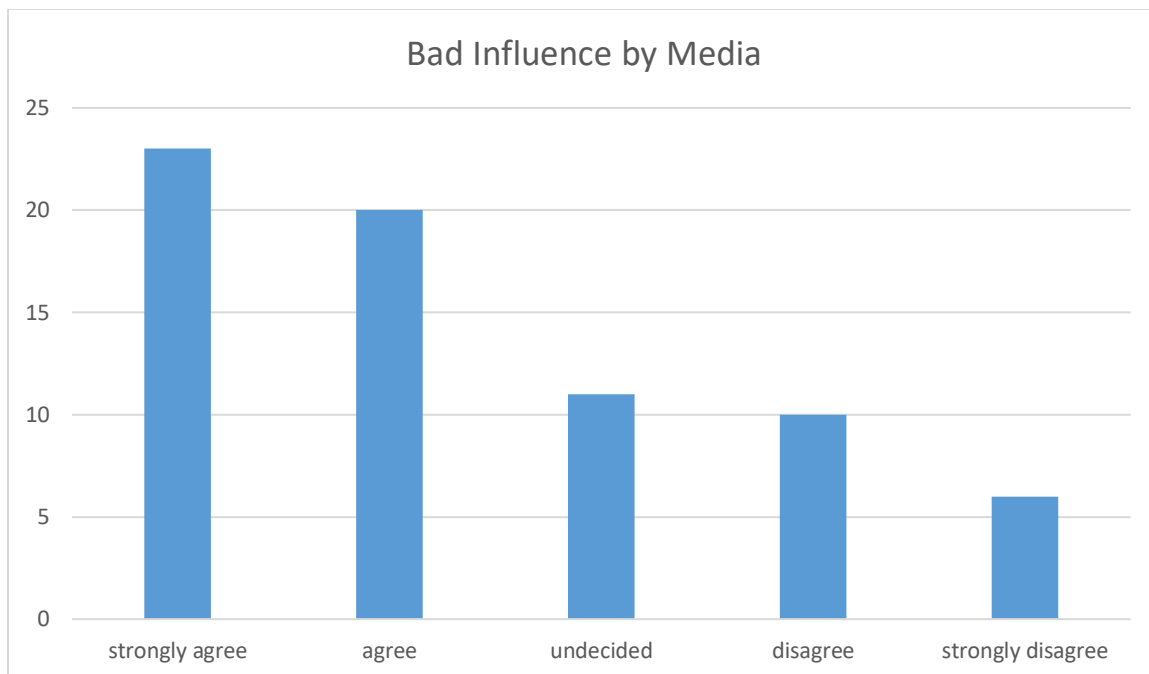
strongly agree with the statement, twenty (28.6%) agreed eleven (15.7%) were undecided and six (8.6%) the least teachers strongly disagree.

Mugenda O.M and Mugenda(1999) states that parents should minimize the hours their children spend watching televisions. He also emphasized that children should have specific programs because not all are good for them.

From the findings, the high number of teachers agreed that media can have bad influence on children. The reason could be that some of the programs watched by children in media such as wrestling, fighting, wars and many others are put to practice by children when they are at school and teachers have been observing this happen. Maybe some children not only practice with their peers but tell their teachers what they saw in television programs which the teacher may find it not good for the consumption of children. The few number of teachers may find it not good for the consumption of children. The few number of teachers who did not agree and the undecided may have been watching medias such as Christian stations like Sayare radio station without comparing it with other station and hence think that all radio stations offers same programs. Maybe they did not understand the question.

Table 4.29: challenges of bad influence by media on pre-school children

Bad influence of media	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	23	29.5	32.9	32.9
Agree	20	25.6	28.6	61.4
Undecided	11	14.1	15.7	77.1
Disagree	10	12.8	14.3	91.4
strongly disagree	6	7.7	8.6	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		



**Figure 4.29: Influence of bad media on pre-school children
(1) Draw back**

Table 4.30 and figure 4.30 is a summary of data on the challenge of pre-school children drawing back to previous behavior. From the findings, overwhelming number of teachers agree they were thirty five (50.0%), twenty four (34.5%) strongly agree, eight (11.4%) of teachers disagree, two (2.9%) were undecided and one (1.4%) of teachers

Kabiru, M. (2004, 2005) states that parents have a great role of teaching their children moral values and teachers role is to reinforce. She adds that if moral values are not reinforced children can easily lapse back into their past behaviors because they forget easily.

From the findings, many teachers agree that children can slide back to their previous behavior. This could be due to peer pressure whereby the child repeats her previous in order to fit into peer group lack of follow up, reinforcement and proper role model can cause the child to draw back to their previous behavior. However, lack of proper guidance

may cause the child to slide back. The few who were undecided might have never taught children moral values and therefore have no idea of children sliding back to previous behavior. They may teach but fail to follow up to see if they are adhering to those morals.

Table 4. 30: Challenges of pre-school children drawing back to previous behavior

Challenges of draw back	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	30.8	34.3	34.3
Agree	35	44.9	50.0	84.3
Undecided	2	2.6	2.9	87.1
Disagree	8	10.3	11.4	98.6
strongly disagree	1	1.3	1.4	100.0
Total	70	89.7	100.0	
Missing System	8	10.3		
Total	78	100.0		

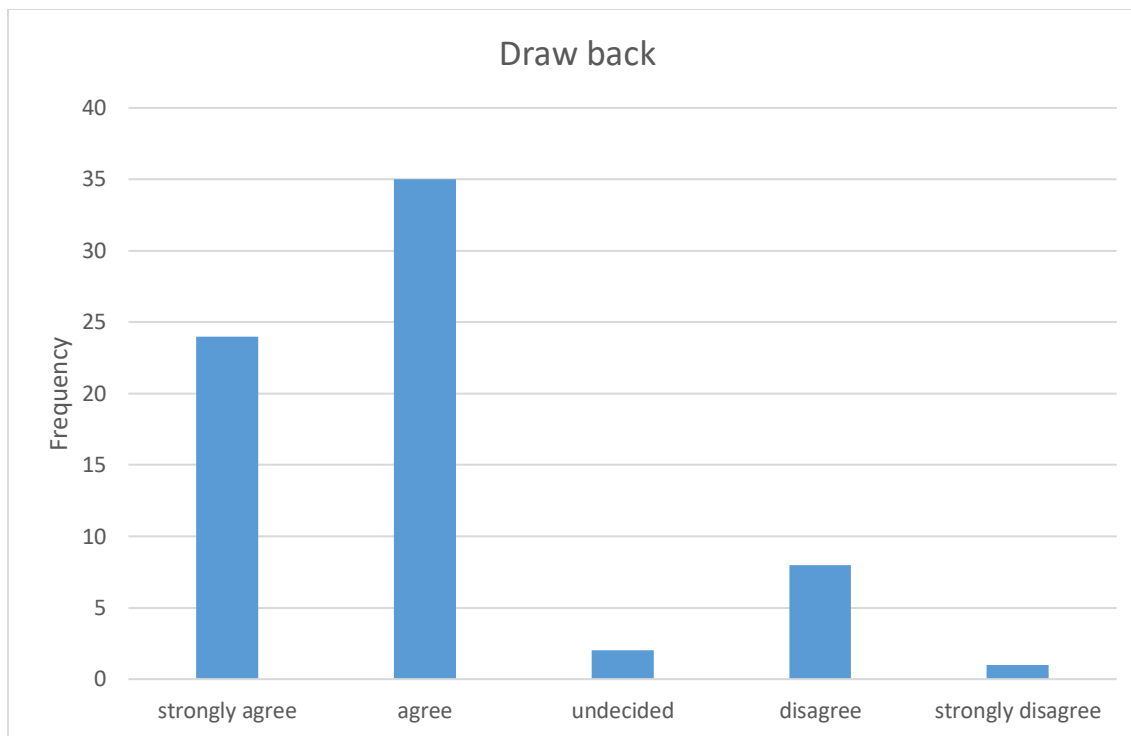


Figure 4. 30: Challenge of pre-school children drawing back to previous behavior

(1) Religious backgrounds

Table 4.31 and figure 4.31 shows summary of data on the challenge of diverse family and religious background of the pre-school children. From the finding, it shows that high number of teachers agree, twenty nine (41.4%), ten (14.3%) was the equal proportion of teachers who strongly disagree, strongly agree and undecided. The remaining eleven (15.7%) are those teachers who disagree.

Williams(1988) states that religion also plays an important role in molding child's character. He emphasized that religious leaders should team up instilling moral values in the lives of young children without looking at their different religious background.

From the findings, high number of teachers agrees that the religious background of pre-school children is a challenge in teaching and learning of moral values. It could be that

different religions teach different morals for example moral values taught by Muslims might not be the same with the moral values taught by Hindus and Christians, and because of this it could be difficult for the teacher to harmonize the moral values from diverse religious background to be taught and learnt in pre-school where children from diverse religions are taught. What is considered as good moral value in other religion might be considered as bad moral value in the other religion. Teacher's religious background also might be a challenge in that if he/she is a Muslim, he might find it difficult to teach his/her Christian pupils Muslim or Hindu values.

Small percentage of teachers disagree while others were undecided this could be that they don't find religious background as a challenge in teaching and learning of moral values. They may also consider the fact that the moral values to be taught and learnt should be acceptable in all religions for example the values of respect, which may be accepted by all religions.

Table 4. 31: Challenges of religious background

Religious background		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	10	12.8	14.3	14.3
	Agree	29	37.2	41.4	55.7
	Undecided	10	12.8	14.3	70.0
	Disagree	11	14.1	15.7	85.7
	strongly disagree	10	12.8	14.3	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		

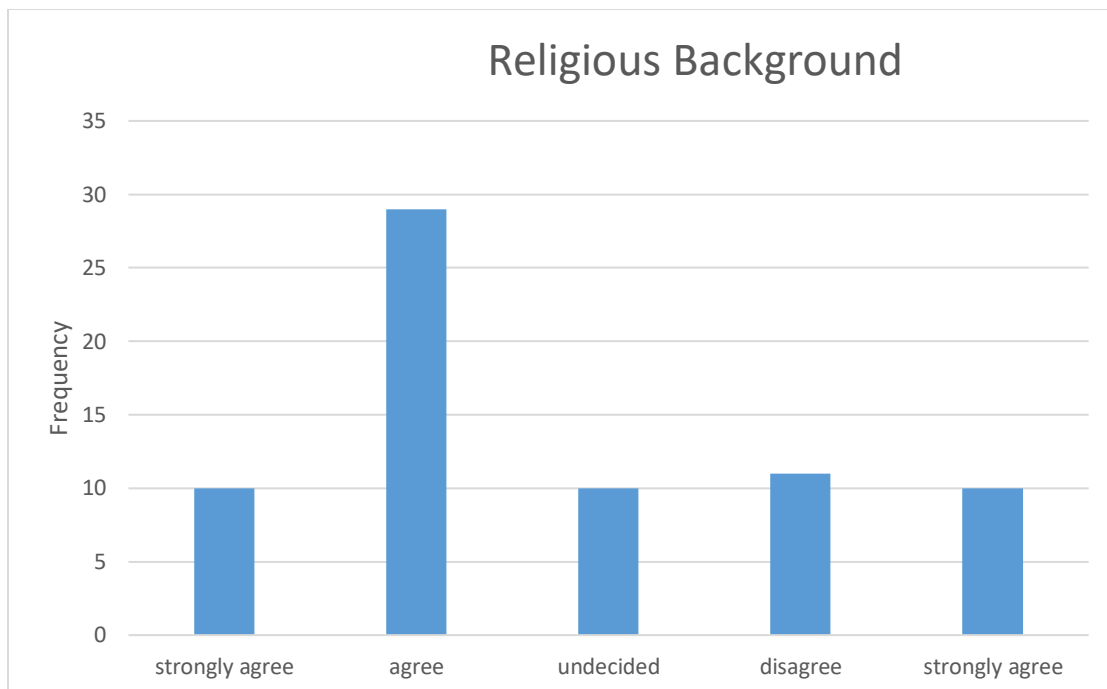


Figure 4.31: Challenges of pre-school teachers face as a result of diverse family and religious backgrounds

OBSERVATION SCHEDULE

(1) Relations among children

The table and graph 4.32 shows the summarized data on relations among children. From the findings it was observed that large number of children were very good in relating with each other, twenty five (32.1%) followed by twenty (25.6%) of children who were good and fair in relating with others they were poor in relating with others, six (7.7%) and one (1.3%) of the children were very poor in relating with others.

Philips,F.O (2000) states that good relationship of children towards other people originates from home/family. He says that the way family members relate at home determines child relation towards others.

From the findings, high numbers of children were very good in relating with their colleagues this could be that as soon as they join school for first time the teachers teach them to relate well with others. Maybe most of them come from families where they have siblings who play together at home and when they are at school where their brothers and sisters are not there, they sought to find new friends to play with and hence relate well. Those who relate fairly and poor may have been new in school or they don't have siblings at home to play with hence they are used to playing alone at home. They might also be children with special cases for example mentally challenges, hearing impaired or physically challenged children who have low self-esteem due to their state.

Table 4. 32: Relation among children

Relation among the children	Frequency	Percent	Valid Percent	Cumulative Percent
	6	7.7	7.7	7.7
Very good	25	32.1	32.1	39.7
good	20	25.6	25.6	65.4
Valid fair	20	25.6	25.6	91.0
poor	6	7.7	7.7	98.7
very poor	1	1.3	1.3	100.0
Total	78	100.0	100.0	

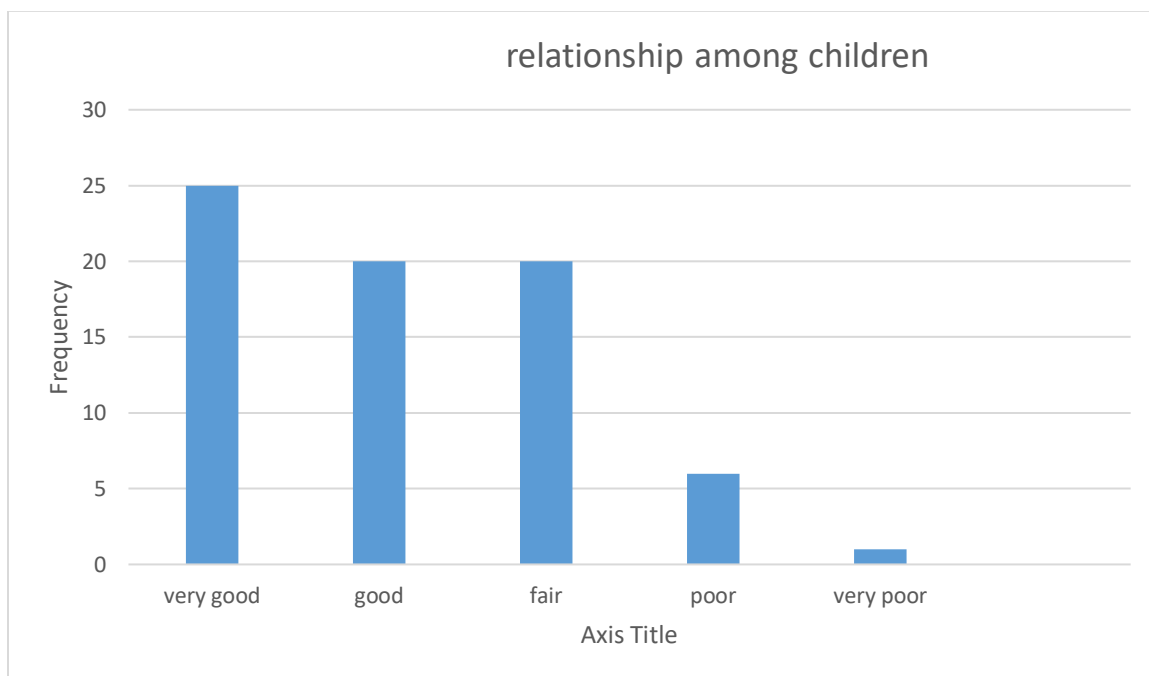


Figure 4. 32: Relationship among children

(1) Relation between children and teachers

Table 4.33 and figure 4.33 is a summary of data relationship between children and teachers. From the findings, it shows that large number of children are very good in relating with their teachers that is, twenty five (34.7%) and twenty (27.8%) are very good while sixteen (22.2%) fairly relate with their teachers and the least one (1.4%) are those children who are very poor in relating with their teachers.

Philips F.O(2000)continues to state that environment also plays a great role in shaping child character of relating with others.

The findings show that high number of children is very good in relating with their teachers this could be that the teachers are free and friendly to the children making them to talk freely, ask questions and give comments in presence of their teachers without fear. The teachers might have encouraged and motivated them by acting as good role model through socializing with them making them feel free. For the few who relate fairly and those who are poor in relating with teachers, they may be poor performers in class hence they have low self-esteem. Others might have been aggressive or bullies which makes them to fear that their teachers might punish them.

Table 4. 33: Relation between children and teachers

Relation between children and teachers	Frequency	Percent	Valid Percent	Cumulative Percent
very good	20	25.6	27.8	27.8
good	25	32.1	34.7	62.5
Valid ^{fair}	16	20.5	22.2	84.7
poor	10	12.8	13.9	98.6
very poor	1	1.3	1.4	100.0
Total	72	92.3	100.0	
Missing System	6	7.7		
Total	78	100.0		

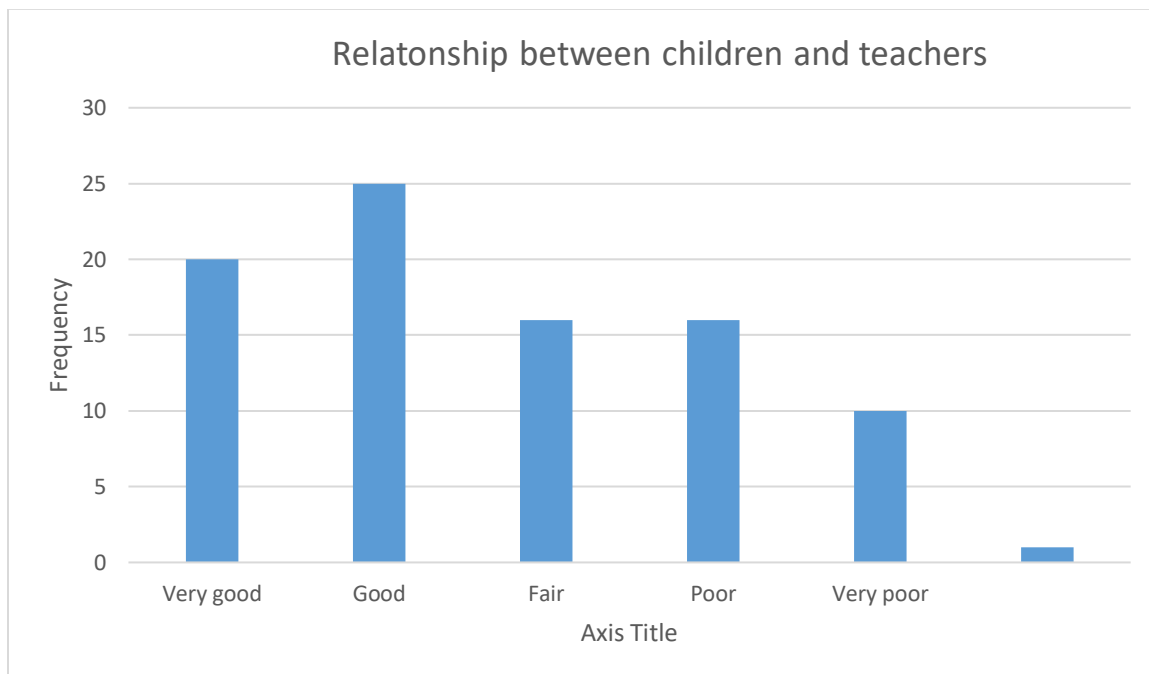


Figure 4. 33: Relation between children and teachers

(1) Interactions of children with teaching aids

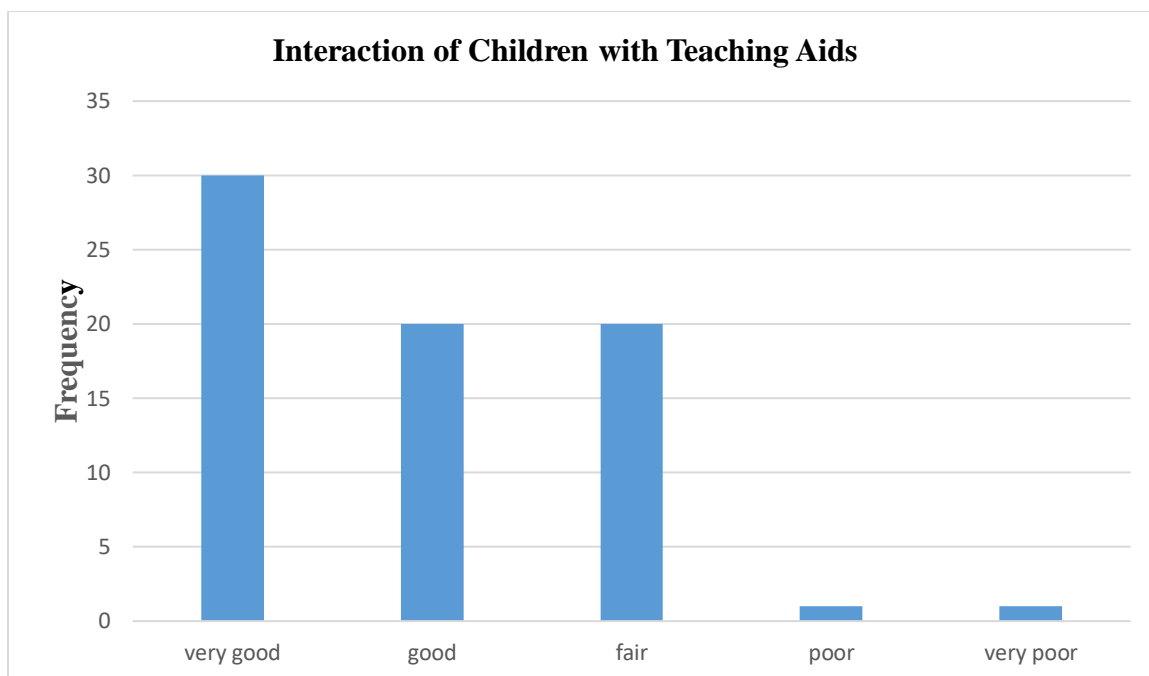
The table 4.34 and figure 4.34 summarizes data on interactions of children with teaching aids. It was observed that overwhelming number of children were very good in using of teaching aids, thirty (41.7%) while twenty (27.8%) were good and fair in using teaching aids and the few one (1.4%) of children were poor and very poor.

Young L.(2007)states that children develop their values faster when they use teaching materials during learning for example observation, pictures and reading story books. He emphasize that teachers should use teaching materials continuously when teaching.

From the findings, high number of children was very good using teaching/learning materials. This could be that their own free time like the time of indoor free choice without necessarily restricting them. The children might have contributed in collection of teaching and learning materials making it easy for them to use without any difficulty. Those who were fair might be new pupils so they are still orienting themselves in use of the teaching and learning materials. While those who are poor in using teaching materials might be new comers and finds everything new, they might be having problems like being mentally challenged, hearing Impaired and hence have low self-esteem which makes them withdraw and not able to use teaching and learning materials.

Table 4.3: Interaction of pre-school children with teachings aids

Interaction of children with teaching aids	Frequency	Percent	Valid Percent	Cumulative Percent
very good	30	38.5	41.7	41.7
good	20	25.6	27.8	69.4
fair	20	25.6	27.8	97.2
poor	1	1.3	1.4	98.6
very poor	1	1.3	1.4	100.0
Total	72	92.3	100.0	
Missing System	6	7.7		
Total	78	100.0		



**Figure 4.34: Interaction of children with teaching aids
(1) Sharing of teaching aids**

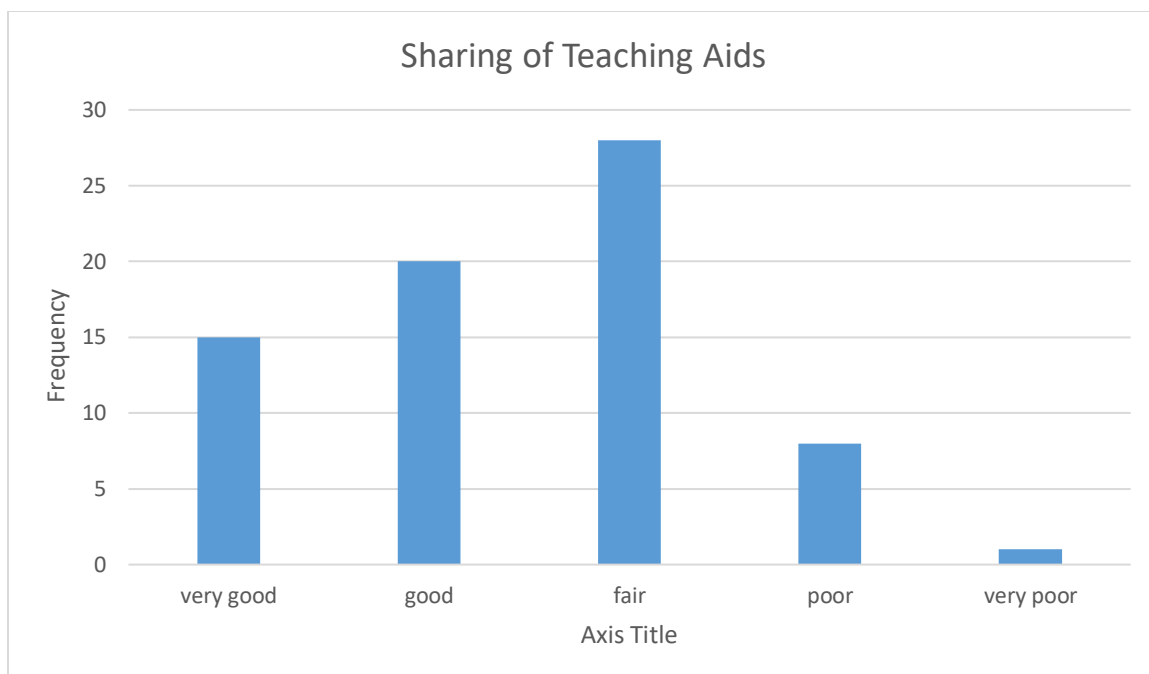
Table 4.35 and figure 4.35 is a summary of data on sharing of teaching and learning materials. From the findings, it was observed that high number of children are fair in sharing of teaching and learning materials they were twenty eight (38.9%) while twenty (27.8%) were good, fifteen (20.8%) were very good, eight (11.1%) were poor and the last was one (1.4%) who were very poor in sharing teaching and learning materials with others.

Hoge J.D.(2006) states that the value of sharing is very important in the lives of children because it will help them to be caring individual in future.

The findings show that high number of children was good in sharing teaching and learning materials. Teachers may have taught them the importance of sharing the teaching materials. Maybe majority of the children come from families where sharing is order of the day hence sharing teaching and learning materials might have come from families where they are only

children and use their materials alone without any sibling to share with. The teaching and learning materials might have been inadequate for the children making them not to share with others.

Sharing of teaching aids	Frequency	Percent	Valid Percent	Cumulative Percent
very good	15	19.2	20.8	20.8
good	20	25.6	27.8	48.6
Valid ^{fair}	28	35.9	38.9	87.5
poor	8	10.3	11.1	98.6
very poor	1	1.3	1.4	100.0
Total	72	92.3	100.0	
Missing System i	6	7.7		
Total	78	100.0		



**Figure 4. 35: Sharing of teaching aids by pre-school children
(1) Taking turns**

The table 4.36 and figure 4.36 summarizes data on children taking turns during meals thirty (41.7%) were fair in taking turns, sixteen (22.2%) were good, and fourteen (19.4%) were very good while ten (13.9%) of the children were poor taking turns, two (2.8%) were very poor in taking turns.

Winston J.(2008) according to Winston self-centered and mean is a behavior that originates from stage of egocentrism and if the child lacks proper guidance he/she will carry on this behavior to future. He states that parents and care givers should teach children importance of sharing and taking turns.

From the findings, high number of children was fair in taking turns. This could be that teachers have not emphasized the importance of taking turns to the pre-school children.

Children may have felt very hungry and lose their parents hence grumble to be served first than the others.

They might have been too young to understand patience and taking of turns. Those who were good and very good in taking turns might be a bit older children than their colleagues and so understand the importance of taking turns and are able to be patient. Those who were poor and very poor in taking turns might be new and are from families whereby parents do not teach them taking turns and being patient. Teachers might have not kept them busy by introducing to them a song to sing as they wait for their turns.

Meal time turns	Frequency	Percent	Valid Percent	Cumulative Percent
very good	14	17.9	19.4	19.4
good	16	20.5	22.2	41.7
... fair Valid	30	38.5	41.7	83.3
poor	10	12.8	13.9	97.2
:				
very poor	2	2.6	2.8	100.0
Total	72	92.3	100.0	
Missing System	6	7.7		
Total	78	100.0		

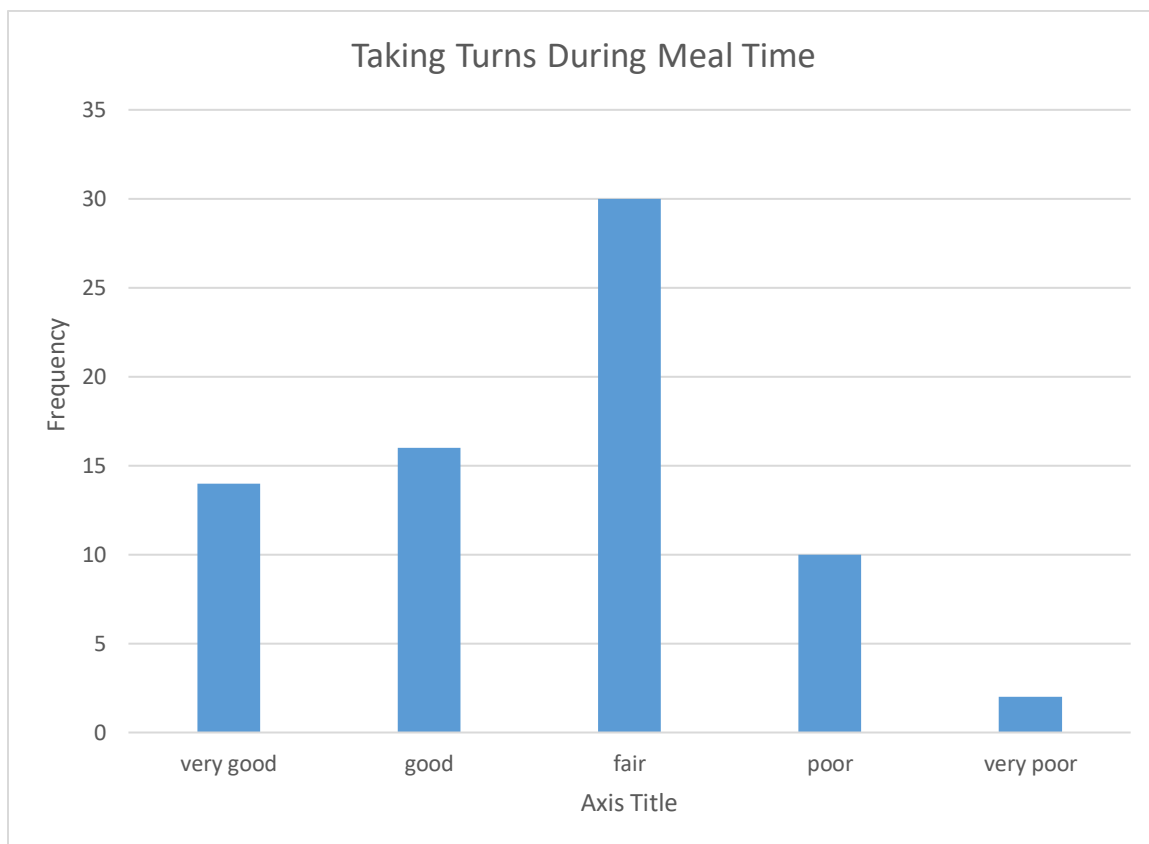


Figure 4.36: How Pre-school children take turns during mealtime

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The final chapter gives summary, conclusion and recommendation of the study. In the discussions, attempts were made to compare the findings with other related studies. The chapter opens with summary and discussion of the findings on the teaching and learning of moral values in pre-schools in kamariny division, Keiyo North Sub-County Elgeyo Marakwet County. This is followed by summaries and discussions of the findings about moral values, teacher's attitudes, teaching methods and challenges that may affect the teaching and learning of moral values in pre- schools.

5.1 Summary of the findings

5.1.1. Moral values

The study assessed the teaching and learning of moral values in pre-schools. The results showed that the moral values taught and learnt in pre-school were love, peace, honest and discipline, of all the five moral values taught and learnt in pre-school as shown in table 4.2.5 the value of respect and discipline was leading with twenty five (37.5%). In conclusion the value of respect may have been highly taught than the other values because both the teachers and parents consider these two values to be basic and there fore give the first priority. Moral values should therefore be taught in equal propotions because they help

the pre-school children. To be morally upright Fungi (2004) states that educating children about moral values would hopefully decrease immoral behavior.

5.1.2. Teachers' attitudes

Teacher's attitudes also contributed to the teaching and learning of moral values in pre-school. Teachers play great role in teaching and learning of moral values and therefore their positive attitude is very important because if it is negative they will not teach children moral values. Kiangala(2000)observed that most children with good morals learnt them from their teachers. Lickona (2003)says that the pre-school teachers attitudes towards instilling of moral values in pre-school children matters a lot in that if attitude is positive he/she will teach children moral values voluntarily, however if the attitude is negative she/he will not teach the children moral values

5.1.3 Teaching methods

There are various teaching methods used in teaching and learning of moral values in pre-school. These teaching methods are storytelling, songs and poems, class discussions and news telling among others. Of all the teaching methods, the story telling method is the most used method by teachers when teaching moral values. This is because children find stories to be interesting and enjoyable making them is very attentive. Teachers therefore tell children stories with morals in it. Evaries Rosita(2008)says that during period of childhood, children can be easily shaped and guided to learn about what is right and wrong and to learn to live a value filled life.

5.1.4. Challenges faced by pre-school teachers

The study also assessed challenges faced by pre-school teachers in teaching and learning of moral values in pre-school. The results showed that teachers faced many challenges. Some of these challenges were lack reinforcement, bad company, draw back and the greatest challenge was lack of role model which was thirty three(47.1%)this may have been that parents, teachers and adults in general fail to role model good morals for children to emulate. Taylor (2011) emphasizes that values provide children with motivating and guidance throughout their lives, proverbs (22:11) also states that children should be taught how they should live and will remember it all their lives. This might be difficult for a teacher dealing with children from diverse family and religious background with different beliefs. All ECDE stakeholders should team up in tackling challenges irrespective of their religious background.

5.2. Observation

Observation was also carried out by the researcher to assess the teaching and learning of moral values in pre-schools. The results showed that the relations among children themselves was very good as shown in table 4.3.1. This showed that they had learnt and internalized the value of love. The relationship between teachers and children was also good as shown in table 4.3.2 this also meant that they had learnt and acquired the value of respect. The interaction among children and learning /teaching aids was excellently good as shown in table 4.3.3. this shows that the children were responsible and eager to learn. However, according to table 4.3.4 sharing of instructional materials was just fair this shows that children still need more teachings on sharing with others. Taking turns also is fair as

shown on table 4.3.5 hence needs more teaching and learning on being patient and waiting for their turns.

5.3. Conclusion

Moral values.

It was found that the most taught value is the value of honest followed by value of peace, respect and discipline respectively.

It can therefore be concluded that pre-school teachers should embrace the teaching and learning of moral values and teach all values at equal proportions because they are all important.

The attitude of pre-school teachers towards teaching and learning moral values in pre-schools.

It was found out the highest number of teachers had positive attitudes towards teaching and learning of moral values in pre-schools while a few number did not respond.

It can be concluded that all pre-school teachers should be encouraged to carry on the teaching and learning of moral values in pre-schools to enable the children acquire good moral values.

Methods used during teaching and learning of moral values.

It was found that the most used method of teaching moral values is story telling followed by punishment, rewards and others.

It can be concluded that teachers should use different teaching methods for different moral values to avoid using one method.

Challenges faced by pre-school teachers in teaching and learning of moral values in pre-school.

It was found that the challenge of lack of role model was leading followed by lack of reinforcement then bad company and lastly drawback.

It was concluded that all the pre-school stakeholders should work as a team so as to overcome the challenges.

5.4. Recommendations

1. It was recommended that since the moral values taught and learnt in pre-school are very few the moral values should be highlighted so that teachers will be able to know exact values taught and learnt in pre-school.
2. It was recommended that all pre-school teachers should be encouraged to have positive attitudes towards teaching and learning of moral values because they are implementers.
3. It was recommended that teachers and caregivers should use all methods during teaching and learning of moral values in pre-school.
4. It was recommended that pre-school children should be intensively guided by teachers, parents and all stakeholders. They should also emphasize on reinforcement so as to minimize drawbacks to previous behaviors. This is because the treatment given to them will have tremendous impact not only in their present life but also future life and the entire society. In addition, teachers should help children build self-confidence and self-esteem.
5. The pre-school teachers should make an effort of finding more information on moral values from different tribes

6. Teachers should be patient with the children as they teach them moral values because internalizing moral values is not a day's work but requires a lot of time.
7. All stakeholders in early childhood education should team up in teaching the pre-school children moral values. This should not be left to pre-school teachers alone.

7.5. Recommendations for further research

The following are the researcher's suggestions for further study:

1. Since the study was limited to Kamariny Division pre- schools, there is a need to carry out an extensive similar study for the whole country to enable the policy makers to design proper ways of teaching and learning of moral values in pre-school.
2. The study used the questionnaires, interviews and observation schedule as the main instruments of data collection. Future studies should include other methods of data collection so as to cater for all groups.
3. A further study about the topic to be carried out at higher levels of education, for instance Doctor of Philosophy level by the researcher/other researchers.
4. Further study should be carried out to find out why male teachers teaching pre-schools are very few compared to female teachers teaching pre-schools.

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APPENDICES

APPENDIX I: INFORMED CONSENT LETTER

Department of Early childhood and primary education,
Moi University,
P.O Box 3900 Eldoret,
January 2014.

Dear participant,

RE: INFORMED CONSENT LETTER

I am currently a postgraduate student in department of early childhood and primary education, Moi University Eldoret, pursuing a master's degree in early childhood. The purpose of my study is to assess teaching and learning of moral values in pre-schools.

I kindly request you to participate in this study by providing sincere information to the items in the questionnaire and interview used in data collection. Trust me that the information you will provide will be kept confidential and will only be used for this research. It is my hope that the study will contribute towards improving the moral values taught and learnt in pre-schools.

Kindly sign below if you accept to participate in the study. Thanks in advance for volunteering to participate and you may request the researcher to inform you about the findings of the study.

Yours faithfully

Stella.J. Kipyego

Signature of participant.....Date.....

APPENDIX II: INTERVIEW SCHEDULE FOR HEADTEACHERS

Introduction

This research is meant for academic purpose and will try to assess teaching and learning of moral values in pre-school.

Section A

1. Gender

Male (), Female ().

2. Academic qualifications

Certificate (), Degree (), masters () Diploma ()

Others

Specify.....

3. Your experience in headship in the current school?

Section B: specific Information

What are some of the moral values taught and learnt in your pre- school?

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What is the attitude of pre-school teachers towards teaching of moral values in your pre-school?

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What are some of the methods used when teaching/learning of moral values in Pre-school?

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How effective are the above methods?

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What are the challenges faced by pre-school teachers when teaching moral values in your pre-school?

How do the pre-school teachers deal with the challenges? Thanks for your cooperation
yours faithfully

Stella Jeptanui Kipyego

APPENDIX III: QUESTIONNAIRES FOR PRESCHOOL TEACHERS

Introduction

This research is meant for academic purpose and will try to access moral values instilled in pre-school children by pre-school teachers. All the information are confidential and therefore answer them as precisely as possible.

SECTION A

1. Gender

Male

Female

2. Academic qualification

Certificate Diploma Degree Masters

Others specify

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SECTION B. SPECIFIC INFORMATION

Q1. How is pre-school education important in teaching and learning of moral values?

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Q3. To what extent do you agree to the following statements on importance of preschool education in teaching and learning of moral values pre-school?

Key: (SA: Strongly Agree; A: Agree; UD: Undecided;D: Disagree and SD: Strongly disagree)

Pre-school education inseparable with moral values	SA	A	UD	D	SD
Pre-school education is inseparable with moral values.					
Pre-school education shapes the behavior of preschool child.					
Pre-school education enhances acquisition of both knowledge, skills and attitudes.					

Q4 What are some of the moral values taught and learnt in pre-school?

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Q5. To what extent do you agree to the following statements on different values instilled in pre-school children?

Key:(SA: Strongly Agree; **A:** Agree; **UD:** Undecided ; **D:** Disagree and **SD:** Strongly disagree)

Different moral values	SA	A	UD	D	SD
To enhance unconditional love					
To enhance honest					
To enhance peace					
To enhance respect					

Q6 What are some of the instructional methods used when teaching and learning moral values in your pre- school?

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Q7. In your opinion do you agree to the following statements instruction methods used when teaching and learning moral values in pre-school?

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Key: (SA: Strongly Agree; A: Agree; UD: Undecided; D: Disagree and SD: Strongly

Disagree others specify

Methods of instilling moral values in preschool children	SA	A	UD	D	SD
Expect moral behavior, if child is to act morally then expect and demand moral behavior from the child					
Reinforce moral behavior, if the child is found acting morally he/she should be acknowledged for good behavior by describing what he/she did right.					
Model moral behavior by making sure that words and actions reflect the values to be instilled in pre-school children.					

<p>Monitor media consumption. Take an active stand against influences toxic to child's moral development, such as certain TV shows, movies, music, video games and websites. Then plainly explain concerns to the child, set stands and then stick to them.</p>					
<p>Stories or narratives have been shared in every</p>					

<p>culture as a means of entertainment, education, cultural preservation and in order to instill moral values.</p>					
<p>Traditionally, oral stories were committed to memory and then passed from generation to generation. However, in literate societies, written and televised media have largely replaced this method of communicating local, family and cultural histories. Oral story telling remains the dominant medium of learning in some countries with low literacy rates.</p>					

Q8(i). What are some of the challenges faced when teaching moral values in pre-school?

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9. In your own opinion, do you agree to the following statements on challenges faced by pre-school teachers when instilling moral values in pre-school children?

Key :(**SA:** Strongly Agree; **A:** Agree; **UD:** Undecided; **D:** Disagree and **SD:** Strongly Disagree)

Challenges faced by pre-school teacher when instilling moral values in pre-school children.	SA	A	UD	D	SD
Negative influence by peers					
Exposure of pre-school children to media which does not support moral values					
Individual could slide back into a previous moral orientation when they experienced the breakdown of their familiar social order as in war.			•		
Individuals from diverse families and religious background with different					

beliefs.					
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APPENDIX IV: OBSERVATION GUIDE

Moral Values related factors

Moral values	Very Good	Good	Fair	Poor	Very poor
Relations among children					
Relations between children and teachers					
Interactions among children					
Instructional/learning aids and materials					
Sharing of instructional/learning aids and materials					
Taking turns during meal time					

