

VALUE-BASED LEADERSHIP AND ITS IMPLICATIONS FOR CITIZENSHIP
EDUCATION IN PRESCHOOL INSTITUTIONS IN KAJIADO NORTH

BY

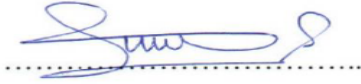
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A DISSERTATION SUBMITTED TO PAN AFRICA CHRISTIAN UNIVERSITY
GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN
ORGANIZATIONAL LEADERSHIP AND DEVELOPMENT

September 2020

DECLARATION

This dissertation is my original work and has not been presented for a degree or any other award in any other University.



Date: 5/9/2020

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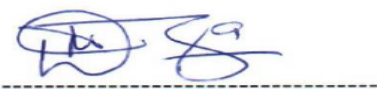
POLD/6965/16

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DEDICATION

This work is dedicated to my loving wife, Grace, and my children, Asca, Elsie, Rakel
Mercy and Prince Lee.

ACKNOWLEDGEMENTS

I am truly grateful to God, for giving me the opportunity and the energy to undertake the rigorous work and move with it throughout the PhD journey.

My utmost gratitude goes to the lecturers who modelled the way for me and kept assuring me that ‘it shall come to pass’ – as expressed by Prof. Martin Njoroge. I am grateful to Dr Oginde, who cultivated in me self-leadership skills, and Dr Opio, for laying a strong foundation regarding leadership theories and strategic leadership that has kept me on track. Dr Oduol too deserves my appreciation, for the comprehensive review that gave this research its final shape.

I salute the DVC, Prof. Kiambi, for his tireless effort in organising workshops, conferences, and seminars when he was the dean of the graduate school; these helped in refining my research skills.

I appreciate my supervisors, Prof. Minja and Dr Jane Chiroma, for playing major roles in this research – right from the concept stage to the final dissertation.

I cannot forget to thank my classmates, for the provoking sessions on the blackboard which greatly affected my scholarly writing.

Finally, I am grateful to my wife and children, for their endless support throughout the course work and the research period.

ABSTRACT

The purpose of this research was to evaluate the practice of value-based leadership and its implications for citizenship education in preschools in Kajiado North. This study incorporated an explanatory sequential mixed-methods approach that utilised a pragmatic paradigm epistemology. The study began with the quantitative phase, in which survey questionnaires were used to collect data from 50 head teachers and 50 preschool teachers. The data in this phase were analysed using the Statistical Package for Social Sciences (SPSS), version 25. This involved the use of a multiple linear regression model to fit variables into relationships. In the second phase, eight (8) semi-structured interviews were conducted to understand the relationship between the study variables in the first phase. Miner Lite V2.0.6 software was employed to thematically analyse the qualitative data. The results from the first phase show that the bigger portion of citizenship education (CE) is explained by the combined value-based leadership (VBL) of the head teacher and the teachers, while the remaining, small portion is explained by other factors, revealed in the second phase in two themes as the home and school environments. The relationship between CE and the head teachers' VBL was significant, while that between CE and the preschool teachers' VBL was insignificant, where the training of the head teachers in leadership skills and their experience accounted for the difference. The study recommends the training of teachers in VBL and teaching skills, in-service training of head teachers on strategic leadership skills, for instance vision and clear thinking, and a revision of the preschool curriculum to incorporate guidelines for use by the parents at home. Further, the study recommends a longitudinal study incorporating VBL and CE and involving a large percentage of Kenyan preschools to validate the results.

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ABBREVIATIONS AND ACRONYMS

AASA	American Association of School Administrators
CAQDAS	Computer-Assisted Qualitative Data Analysis Software
CBC	Competency-Based Curriculum
CE	Citizenship Education
CEO	Chief Executive Officer
DV	Dependent Variable
IEBC	Independent Electoral and Boundaries Commission
IV	Independent Variable
JD	Job Descriptions
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
P–P	Probability–Probability plot
ECE	Early Childhood Education
SEE	Social Education and Ethics
SPSS	Statistical Package for Social Sciences
VBL	Value-Based Leadership
WERK	Women Educational Researchers of Kenya

DEFINITION OF OPERATIONAL TERMS

Leadership: Northouse (2013) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal. In the context of this study, leadership is the process whereby a head teacher influences the behaviour of pupils through his or her behaviour.

Value-based leadership: Value-based leadership is the only true style of leadership that separates the great from the rest. In the context of this study, value-based leadership is a leadership style in which the head teacher leads through values, such as integrity, listening, respect and inclusion (Clarke, 2018; Garg & Krishnan, 2003; O'Toole, 1995; Vilma, 2018)

Citizenship education: In the context of this dissertation, citizenship education refers to a set of character education programmes focusing on promoting ethical values, such as caring, democracy, tolerance, cooperation, and honesty. The preschool programmes as described in this study are also meant to equip pupils with knowledge and skills, as well as values and attitudes that shape their character (Lin, 2013; Skirbekk, Potančoková, & Stonawski, 2013; Westheimer & Kahne, 2004).

Preschool: A preschool is described in this study as an institution in which three- to five-year-old pupils from diverse cultural groups are gathered and coordinated under a specific curriculum with the aim of unifying their worldviews to achieve standardised learning outcomes (Shatalebi & Yarmohammadian, 2011). This stage of education in a child's life is critical because the child begins to: develop the foundations for thinking and behaving, and for emotional well-being (Bakken, Brown, & Downing, 2017), and also develops linguistic, cognitive, social, emotional, and regulatory skills that predict their later functioning in many domains (Trawick-Smith, 2014; Woolfolk & Perry, 2012, cited in Bakken et al., 2017).

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction to the Study

This chapter presents the background to the study, the statement of the problem, the purpose of the study, the objectives, research questions, hypotheses, assumptions and justification, the significance of the study, its scope and limitations, and a summary of the chapter.

Background to the Study

Value-based leadership is a type of leadership associated with transformational leaders, who lead through values, ethics, and morality (Copeland, 2014; Van der Voet, 2014; Yukl, 2012). Value-based leadership has been receiving increased attention in the 21st century because of “extensive, evasive and disheartening ethical leadership failures” (Copeland, 2014, p. 105) that occur when leaders “lack moral, authentic and ethical dimensions of” value-based leadership (VBL) (Copeland, 2014, p. 106). Some global, regional, and national leaders have been accused of personalising their respective offices and using them as instruments of self-enrichment (Avolio & Gardner, 2005; Kagwanja, 2007, cited in Ngara, Ayabam, & Esebonu, 2014; Onyango, 2018). In the Ministry of Education, for example, some school principals are alleged to have colluded with examination officers from the Kenya National Examinations Council (KNEC), some police officers and other citizens to cheat in the Kenya Certificate of Secondary Education (KCSE) examinations (Munuhe, 2016).

The problem of cheating is a threat to the integrity of Kenyan national examinations. This situation has compelled the leaders in the Ministry of Education to put mechanisms in place to control the examination process, monitor employees and deploy additional

security personnel to safeguard the storage facilities. For example, after the 2016 examinations, during which many cases of cheating were witnessed, containers were purchased and placed in central regions in various parts of the country in which examination material was stored. In addition, security officers were stationed to protect the facilities, which gave rise to additional expenses for the government (Onyango, 2018). The measures currently in place are very expensive and do not involve all citizens in the fight against examination dishonesty. This means a long-term strategy that is less expensive should be put in place to address the ethics of all citizens.

Value-based leadership offers a long-term solution to the problem of examination dishonesty. Value-based leadership holds a few uncommon guarantees that other forms of leadership do not, for example self-overseeing personnel; a lesser requirement for supervision and control; more respect between individuals; expanded energy and commitment to the undertaking; reputation of reliability, fairness, and honesty; trust and faithfulness; improved integrity, responsibility, and better decision-making, which all add to the vision (O'Toole, 1995). O'Toole (1995) describes how individuals relate as they interact with one another. Values like fairness, honesty and integrity can be learned in the environment where they are practised (Luluk, Achmad, Mintarti, & Achmad, 2017).

Learning is defined as “[a] persisting change in human performance or performance potential as a result of the learner’s interaction with the environment” (Driscoll, 1994, p. 8). According to Luluk et al. (2017), learning is caused by changes in an individual’s behaviour as the individual interacts with the environment. In contrast, Bandura’s (2006) Social Cognitive Learning Theory views this theory as “cognitive” and not “behaviourist”. Bandura’s Social Cognitive Learning Theory argues that individuals learn both behaviours and cognitive strategies by observing the behaviours of others, and these behaviours can be learned without being reinforced directly. This means that children can acquire values such

as integrity, respect, honesty and more by observing the head teacher, teachers, and classmates. The learned values go into building the desired character (O'Toole, 1995), facilitated by the environment in which the children operate (Bandura, 2006). There are programmes that schools incorporate into the timetable to assist in building the character of the children.

The set of programmes that aid or enhance character building, especially when made child-centred and positioned to foster informed and active citizenship, is called citizenship education (Lin, 2013). According to the Carnegie Corporation of New York and Center for Information and Research on Civic Learning and Engagement (CIRCLE) ([Carnegie Corporation and CIRCE], 2003), the primary objective of citizenship education (CE) is to “help pupils develop civic engagement at the school and public level”. The Carnegie Corporation and CIRCLE (2003) present three forms of citizenship education, namely (1) character education programmes focusing on encouraging moral ethics, such as caring and honesty, (2) political simulations, and (3) service-learning programmes.

In the first form, Lin (2013, p. 2) states that “character education programs are closely tied with the preliminary stages of citizenship education”. Additionally, Nicholson (2000) recommends the first form of citizenship education for preschool institutions, as the character development of pupils is vital. Character education programmes for children in schools are similar. In South Africa, character education programmes aim to develop values, attitudes and skills that improve a culture of humanity, responsibility, communication (dialogue), negotiation among people, and awareness on matters of security and safety of both people and the environment (Waghid & Davids, 2013). Likewise, in Kenya, character development programmes aim to build values and attitudes that develop justice, fairness, communication, and equality (Chiroma, 2018). Besides

character development, there are other values and skills that children are taught to develop them into responsible citizens.

The second form of citizenship education focuses on political simulations. Although Schulz, Ainley, Fraillon, Losito, and Agrusti (2016, p. 37) argue that children at preschool age “are not yet old enough to have access to many forms of citizenship participation in society”, pupils can participate fully in matters of learning. Children can make choices from the alternatives offered by the school curriculum, for example choose toys instead of other learning materials provided during the lesson (Karadimitriou, Pantazis, & Sakellariou, 2012). The politics involved when children are interacting during the lesson can be modelled by the preschool teacher in accordance with the theory of justice through the principle of equal opportunity (Rawls, 1971). The right behaviour can be modelled through storytelling or performing activities that portray democracy in the learning environment (Chiroma, 2018). A learning environment that is deliberately designed to instil values that promote democracy, fairness and justice gives pupils a chance to observe the teacher and classmates, and in the process of observing learn the values they see and practise them, as explained in Bandura’s Social Cognitive Learning Theory (Bandura, 2006, 2018).

The third form of citizenship education is service-learning programmes. Service-learning is defined as a method to address community problems by systematically engaging in service activities that apply the content of a university course (Anderson & Pickeral, 1998). In the school context, this refers to the methods learned by preschool teachers in college. The teachers use the methods learned in college to engage pupils in activities to teach them social responsibility.

According to the Kenya Institute for Curriculum Development ([KICD], 2017) curriculum for preschool, service-learning programmes are important in developing life

skills in pupils. The service-learning programmes are incorporated into environmental and religious studies under pertinent and contemporary issues (PCIs), which are supposed to prepare pupils for the ever-changing society. The pertinent issues taught in the preschool curriculum include life skills development through storytelling, living values, moral values, and social responsibility, which are meant to prepare pupils for life and ensure their safety (KICD, 2017). Preschool is a very important unit in the education ladder because it sets the foundation for a child's functioning while learning in higher levels of education and later in adult life (Chi, Jastrzab, & Melchior, 2006).

Preschool is the appropriate level to teach citizenship education. The ethics, morals, and values that children learn in preschool shape their character into adulthood. Research shows that well-designed preschool education programmes produce long-term improvements in school success, which include character formation (Barnett, 2008). Similar findings show that ages three to five in a child's life are "critical for developing the foundations for thinking, behaving, and emotional well-being" (Bakken et al., 2017, p. 255). Other studies have found that, from ages three to five years, children develop linguistic, cognitive, social, emotional, and regulatory skills that predict their later functioning in many domains (Trawick-Smith, 2014; Woolfolk & Perry, 2012). Citizenship education is required at this age in a child's life because speech, thought, and character, which Chiroma (2019) considers as essential elements for critical engagement in the public sphere during adult life, can be developed. Chiroma argues that, for people to engage in public discussions on matters to curb societal challenges such as corruption, they require education that promotes those essential elements.

It is important that the right ethics, morals, and values that emphasise honesty, integrity and other related virtues are instilled in children at the preschool stage of education, because what children learn can help them make better decisions and live

ethically when they become adults (Trawick-Smith, 2014). The head teachers and preschool teachers should lead pupils ethically and embrace value-based leadership because a school is a moral institution. If teachers and the head teacher lead pupils ethically, the problems that are identified later in school, for example bullying, examination dishonesty, violence, and discrimination, can be sorted out at the preschool level. This assertion is supported by research findings.

Pupils at preschool are ready to absorb values that include respect, integrity, trust, honesty, responsibility, patriotism, and love, among other values outlined in the KICD (2017). Integrity, respect, and trust are among the characteristics of VBL, whose practice by a leader can enhance good moral and ethical behaviour in his or her followers (O'Toole, 1996, cited in Garg & Krishnan, 2003). Further, the practice of values alone is not adequate to change a corrupt organisation; in addition, the leader must directly model the desired behaviour, resolve to cultivate and embrace a new ethical culture, and form compatible teams comprising co-leaders and followers (Minja, 2017).

This implies that, when preschool teachers lead pupils by observing ethical behaviour, they should consistently practise moral values. This is because children tend to imitate teachers as role models, as argued in Bandura's theory of triarchic reciprocal causation (TRC), which maintains that an individual's behaviour motivates, and is motivated by, the social environment (Bandura, 2018). Teachers and the head teacher, who are part of the social environment, influence the moral behaviour of the pupils. This does not mean that there are no other factors influencing the behaviour of the children.

Research identifies the home environment in which the children stay with their parents as an influence on children's behaviour (Thijs & Verkuyten, 2014). From birth to the age of three years, children stay with their parents and learn values from them. The cultural values learned at home determine the worldviews of children before they go to

school, meaning that, as children meet in class for the first time, they have diverse perspectives on values that they interpret differently. According to the United Nations Educational, Scientific and Cultural Organization ([UNESCO], 2014), citizenship education is required to teach the pupils national and global values to harmonise their thinking and expand their worldviews beyond their immediate environment. The harmonization of values is required because, when children are empowered to think beyond their immediate environment, they easily appreciate cultural diversity, accommodate one another's points of view, and co-exist (Nesliturk, 2014).

A school is a place to harmonise the perspectives on values that pupils hold. It is at school where children from diverse cultural groups come together and are coordinated under a specific curriculum to achieve standardised learning outcomes (Shatalebi & Yarmohammadian, 2011). In the Kenyan preschool curriculum (KICD, 2017) for example, pupils are taught life skills that include effective communication, self-awareness, self-esteem, creative and critical thinking, stewardship, decision making and problem solving. The values taught include love, respect, unity, peace, responsibility, integrity, humility, honesty, joy kindness, patriotism, and cooperation (KICD, 2017). Values taught in class are practised more in school than at home through various class activities given in the form of play, which pupils tend to enjoy with peers in and out of the classroom environment.

To establish the extent to which value-based leadership alone influences citizenship education, all other moderators, including family, were held constant. The researcher argues that, since the pupils spent most of their time in school, they learn more in terms of values than they do at home with their parents. The limitations that arose because of this assumption are discussed in Chapter Five, and recommendations to include the family and other moderating factors that influence citizenship education in future studies are proposed. This study was conducted in Kajiado North.

Kajiado North is a constituency bordering Nairobi County to the north, Kajiado West to the south and west part, and Kajiado East to the east. Traditionally, Kajiado County has been the Maasai community's ancestral land. However, with the expansion of Nairobi metropolitan due to the increase in population, there has been a corresponding movement of the population towards the bordering counties, which include Kajiado (Kenya National Bureau of Statistics [KNBS], 2012; Oriedo, Ntamushobara, & Renner, 2018, p. 1059). The movement of people from Nairobi and other neighbouring counties to Kajiado increased the population of Kajiado and consequently created a demand for educational facilities (Ngugi et al., 2013; cited in Oriedo et al., 2018, p. 1059).

The demand for educational facilities due to the large population in the Kajiado North constituency has given rise to slightly more than 150 registered preschools, of which 14 are public. The schools in Kajiado North are closely clustered, mostly in the townships of Ongata Rongai, Kiserian, and Ngong, although some are in the semi-rural areas of Kerarapon, Olekasasi, and Olkeri. The large numbers of migrants from various parts of Kenya make Kajiado North a cosmopolitan area, hence the preschools have culturally diverse classroom environments (Oriedo et al., 2018). Studies have shown that, in classrooms enjoying ethnic diversity, parental influence on learned values is negligible (Alba & Foner, 2015; Thijs & Verkuyten, 2014).

Studies have been conducted in the preschools of Kajiado North, but only a limited number of the studies researched leadership in preschools. Njuguini (2014) conducted research to explore the impacts of teacher's efficacy in taking care of individual variances on the English attainment of preschool children. The investigation suggested that preschool teachers and head teachers ought to be prepared to have early childhood-advancement and training-proficient capabilities. The research, conducted in Kajiado North on elements of leadership, is a pointer that leadership is crucial to school

improvement. Therefore, this research sought to explore the relationship between value-based leadership and citizenship education in preschool. The question asked now is why in preschool, and not in primary school?

There are limited value-based leadership studies in the early childhood settings in which the preschool is located, because some researchers think that pupils at this level are unable to distinguish between right and wrong, while others erroneously hold the conviction that pupils do not have the formative capacity to collaborate (Ruiz-Tagle, 2014). The researcher believes that preschool pupils can distinguish between right and wrong when engaged in ‘activities set in the preschool context and at the pupils’ cognitive level of development’; and that pupils can emulate and imitate teachers as they act ethically in the ‘preschool context’. This argument is supported by research.

Research conducted by Gillies and Ashman (1998) demonstrates that preschool pupils can acquire abilities that are basic to communicating in a steady manner with their friends when educated to do as such. Johansson et al. (2014) studied pupils’ understandings of values and rules using the pupils’ perspectives. The authors asked the pupils what it meant to do the wrong thing in school and, in one of the schools, pupils understood doing wrong as hitting, pushing, being mean, teasing, destroying others’ things, punching, kicking, and scratching. The pupils also understood doing the right thing as sharing, making friends, and including others in play. The findings of their study are crucial for citizenship education because they demonstrate that the cognition of preschool pupils is ripe and that the pupils can interpret the content learned and presented in a constructive manner (Santrock, 2012).

Citizenship education requires intentional leadership to instil values in pupils. Value-based leadership and citizenship education are required in preschool institutions because the values inculcated in pupils will enhance their decision-making processes in the future,

when morals, ethics, and values will guide them to lead by example (Copeland, 2014).

Why is value-based leadership crucial at the preschool level?

Values are inherent aspects of culture and the collective perception of a desired state (Ulavere & Veisson, 2015). Pupils learn values by observing and imitating teachers as they lead and teach in school (Bandura, 2018). Leadership that is presented through moral values will enhance good character development in pupils, in accordance with Aristotle's theory of moral virtue (Ross, 1908), and Thomas Lickona's (1996) model of character education. All learning phenomena resulting from direct experience occur through the observation of others' behaviours (Bandura, 2013). The implication of this for the current study is that pupils' characters are highly dependent on the values of teachers because values are imitable. If teachers constantly practise the desired values, chances are high that pupils will develop and present good behaviour. The behaviour of preschool pupils in America has been measured using three indicators, namely responsible behaviour, care for others and the community, and leadership traits such as communication skills (Chi et al., 2006).

The assessment of citizenship education and value-based leadership was done using questionnaires. Parts of the questionnaire that was used in measuring the behaviour of the pupils in America was adopted from Chi et al. (2006) and was used in assessing the behaviour of pupils in this research. The assessment of the teachers' value-based leadership was carried out using the views of the teachers, which were collected using the value-based leadership questionnaire developed by Garg and Krishnan (2003). Citizenship education was assessed using the views of teachers obtained using a questionnaire that was developed by the researcher. The mean scores of the indicators of both value-based leadership and citizenship education enabled the researcher to establish the relationships between the two constructs. The findings show that the value-based leadership of the head

teacher and the teachers explained 68% of citizenship education, which helped in discussing the implications of citizenship education in preschools. The findings also indicate the importance of value-based leadership in schools.

Value-based leadership offers a better solution for solving citizenship education challenges in schools. The challenges, for instance discrimination and violence (bullying) that arise when values of inclusion, tolerance, and respect are lacking, can be addressed if school heads practise and encourage members of the school community to practise those values (Mburu, 2012; Waghid, 2007). Waghid (2007) adds that, when values that promote cohesion and democracy are practised by teachers, pupils will imitate and eventually tolerate one another, irrespective of their diverse cultural backgrounds.

The ethical behaviour of teachers will help in sustaining the values learned by pupils right from the preschool level throughout the education cycle. To find out if this argument is true, the researcher assessed the practice of VBL by head teachers and preschool teachers, assessed the implementation of CE by the preschool teachers, and investigated the relationships between the value-based leadership of the head teachers, the value-based leadership of the teachers, and citizenship education in the preschools in Kajiado North. This study was required because there were gaps that needed to be filled in value-based leadership and citizenship education.

A comprehensive review of how citizenship is fostered in the early years describes citizenship as an intricate concept (Stephen & Gadda, 2017). Based on the review:

- (i) studies on the concept of citizenship education are needed to further investigate how it is conceived and fostered in schools and clarify the way in which the curriculum goal of becoming a responsible citizen is to be understood and pursued,
- (ii) there is lack of empirical evidence about pedagogic practices to support the development of citizenship behaviour and understandings and uncertainties about the sustainability of any specific learning into adult life, (iii) to advance the available evidence about young children's capacity for, understanding of and willingness to engage in positive citizenship it will be necessary to conduct empirical research which focuses on observing children's behaviour in a range of everyday settings and articulate their perspectives on the choices and challenges they experience, their

reactions to the experiences of others, and their developing responses to matters of social justice, participation and agency (Stephen & Gadda, 2017, p. 29).

Research also confirms that “there is little research considering how citizenship is being conceived of and delivered in primary schools” (Stephen & Gadda, 2017, p. 21). This research sought the views of the teachers on the concept of citizenship education to find out what citizenship education meant in the Kenyan context. The research also investigated how teachers in Kajiado North teach citizenship education.

A review of the emerging significance of value-based leadership revealed that studies are required to determine if the existing leaders can be trained, inspired, and developed to be ethical and moral if they lack value-based leadership qualities (Copeland, 2014). This research assessed the level at which the existing head teachers and preschool teachers practised value-based leadership, and investigated whether their value-based leadership had an association with citizenship education. The results of the investigation showed that head teachers and preschool teachers lacked value-based leadership skills, and ways to train, inspire, and developed the skills are proposed in Chapter Five.

Some scholars have argued that the training of existing leaders is possible, but empirical data to confirm this is insufficient (Brown, Treviño, & Harrison, 2005; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Hill, 2012). Besides adding to the existing body of knowledge in VBL studies, especially at the preschool level, the empirical data from this research provides some useful insights that could be incorporated when designing teacher training programmes on both value-based leadership and citizenship education.

The review also shows a lack of value-based leadership relationships at different professional ranks within an organisation, which Copeland (2014) contends will give bits of knowledge if analysed. Considering leadership in the preschool context, this research sought to establish the relationship between the value-based leadership of the head

teachers and that of the preschool teachers. The research also investigated the consistency of value-based leadership practice within the two ranks (head teacher and preschool teacher). The results of the analysis in Chapter Four show the consistent practice of value-based leadership in the two ranks. Consistency in the practice of VBL is important because both teachers and pupils imitate the values observed in head teachers. Bandura's social cognitive learning theory explains that pupils learn the behaviour from the head teacher and teachers and, over time, the teachers' behaviour becomes 'their' behaviour (Nabavi, 2012). When the head teacher and teachers lead pupils through values in a consistent manner, there is no conflict in the transmission of values during the learning process. The moral values imitated from teachers and the head teacher will shape the pupils' character to the desired form – good behaviour.

After reviewing the literature on the emerging significance of value-based leadership, Copeland (2014, p. 129) argues that what exists in the form of literature is “rudimentary”. This argument is true because it was a challenge to find articles on value-based leadership at the preschool level. However, studies on value-based leadership involving principals, head teachers and teachers have been done at the primary and secondary school level. This study used articles from primary and secondary schools to review literature on value-based leadership in Chapter Two.

Statement of the Problem

In the 21st century, while people are encountering increasing societal challenges, such as intolerance, violent extremism, terrorism and corruption, it has become critical to have an education system that equips individuals with values and skills to address these challenges (Nyaga, 2018). Educational challenges like bullying, drugs and substance abuse and examination dishonesty need a leadership approach that offers a long-lasting solution.

Research singles out citizenship education as a key strategy to develop citizens with high morals and integrity and the desired knowledge, skills, attitudes and values necessary for a more just, peaceful, tolerant, inclusive, secure and sustainable society (Chiroma, 2018, 2019; Waghid, 2007; Waghid & Davis, 2013, 2018). The other strategy that has been used to solve educational challenges is leadership. Leadership is second to instruction in influencing school outcomes (Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Mitgang, 2012). For example, when there was cheating in the Kenya Certificate of Secondary Education (KCSE) examinations in 2016, educational leaders put measures in place to curb the malpractice (Munuhe, 2016). The measures put in place to control the examination process, monitor employees, and provide additional personnel to safeguard the storage facilities offered a quick fix and a temporary solution to the problem of examination dishonesty. This reactive approach to leadership, in which people and processes are controlled to solve societal problems, is not only expensive, but does not involve all citizens in the fight against the problem. A long-lasting solution to societal problems should be put in place.

O'Toole (1995) describes value-based leadership as the only true style of leadership that separates the incredible leader from the rest, because it instils self-regulatory skills in followers. Value-based leadership holds a few uncommon guarantees that other forms of leadership do not, for example self-overseeing personnel; a lesser requirement for supervision and control; more respect between individuals; expanded energy and commitment to the undertaking; a reputation of reliability, fairness and honesty; trust and faithfulness; improved integrity and responsibility; and better decision-making, which add to the vision (O'Toole, 1995).

There is evidence in the literature showing that the preschool is the most effective level in regard to the transmission of values from adults to children (Hoffman, 2008). This

is because three- to five-year-old children are at the optimum point in their cognitive development and learn best by observing adults (Bakken, 2015). If teachers practise value-based leadership in preschools, there is a high possibility that children will acquire values from the teachers through role-modelling and vicariously from peers (Bandura, 2006; Lickona, 1996; Ross, 1908).

Value-based leadership studies have shown that the values and beliefs of head teachers can influence both teachers' and pupils' values. The researcher argues that intentional value-based leadership by the head teachers and teachers can influence citizenship education, which in turn nurtures the moral values of and develops ethical behaviour in pupils. There is also the aspect of lifelong learning. The Science of Early Childhood Development of Hoffman (2008) claims that the interaction between genetics and early experience literally shapes brain architecture. Based on this claim, the researcher argues that the values learnt by children at the preschool level are likely to be remembered even during adulthood, hence value-based leadership research is vital in a preschool institution.

Value-based leadership studies that link the values of teachers to the values of pupils in the preschool context are lacking (Wamahiu, 2015). The results of a comprehensive review conducted by the OECD team for Early Childhood Education and Care on leadership show that leadership in preschools focuses more on leadership structures, roles and functions, as well as the on factors that influence leaders and leadership, such as credentials, recruitment, leadership development, workplace support and professional development (Douglass, 2019).

Studies on value-based leadership have been done on the primary and secondary school levels. While some of these studies show that the values of head teachers positively influence the character of the students (Chi, Jastrzab, & Melchior, 2006; Lin, 2013), the

extent of such influence needs to be investigated (Lewis & Hill, 2012; Van Niekerk & Botha, 2017). Furthermore, value-based leadership relationships in the teachers' ranks are lacking and, when investigated, will add to the body of knowledge contained in the literature (Copeland, 2014).

General Objective

The purpose of this research was to assess the practice of value-based leadership (VBL) by the head teachers, assess the extent to which citizenship education (CE) was implemented by the teachers, and investigate the relationships between VBL and CE in preschools in Kajiado North.

Specific Objectives

The following objectives guided the study

1. To examine the relationship between the VBL of head teachers and the VBL of preschool teachers in Kajiado North.
2. To investigate the relationship between the VBL of head teachers and CE in preschools in Kajiado North.
3. To investigate the relationship between the VBL of preschool teachers and CE in Kajiado North.

Research Questions

1. What is the relationship between the VBL of the head teachers and the VBL of the preschool teachers in Kajiado North?
2. What effect does the VBL of the head teachers have on CE in preschools in Kajiado North?
3. What influence does the VBL of the preschool teachers have on CE in Kajiado North?

Hypotheses

- H₀₁ There is no significant relationship between the VBL of the head teachers and that of the preschool teachers in Kajiado North.
- H₀₂ The head teachers' VBL has no effect on CE in preschools in Kajiado North.
- H₀₃ The teachers' VBL has no influence on CE in preschools in Kajiado North.

Justification for the Study

Value-based leadership is a subject that has been gaining popularity in research, especially in the 21st century. There are a lack of “VBL relationships at different professional ranks within an organization”, which, when established, will add some knowledge (Copeland, 2014, p. 130). The relationship between the VBL of the head teachers and the VBL of the preschool teachers was investigated in Kajiado North. Furthermore, although many studies have been conducted on CE, the concept of CE is still complex (Stephen & Gadda, 2017). Specifically, “there is little research considering how citizenship is being conceived of and delivered in primary schools” (Stephen & Gadda, 2017, p. 21). This research assessed the practice of VBL by the head teachers, assessed the extent to which CE was implemented by the teachers, and established the relationships between VBL and CE in preschools in Kajiado North.

The Significance of the Study

The outcomes of this research are useful in various ways. Firstly, education planners and officials in the departments of basic education may find the relationship linking value-based leadership and citizenship education useful. Secondly, the challenges that teachers encounter while leading pupils and teaching citizenship education in preschools may help educational planners to come up with teacher training programmes and instructional resources for pupils that will be utilized in the teaching of citizenship

education. Thirdly, the findings of this research may also assist the quality assurance officers from the basic education department in making decisions regarding leadership and citizenship education. In addition, the findings in this study will be available to universities and other institutions training leaders for learning purposes.

The recommendations of this research may be useful to institutions planning to adopt VBL as a model to drive strategy and guide the operations to achieve the organisational vision. Also, the recommendations may assist upcoming researchers in identifying gaps for their intended research. The extent to which VBL influences CE may shed some light on and help in devising a VBL model for preschool institutions in Kenya. The envisioned model may also provide a solution to CE issues in schools and reduce examination dishonesty in the country.

Assumptions of the Study

In this dissertation, teachers' VBL was explored to find if it could be used as an approach to influence CE. In the preschool context, CE is used to instil ethical and moral values among other life skills in pupils, and these are assumed to be retained throughout the school cycle, helping them make the right choices and up-to-date decisions in later years of school and in adult life. Among the variables assumed to influence CE are the head teacher's VBL and the teachers' VBL. After the analysis of the results, value-based leadership was found to be a strong influencer of citizenship education. All other factors that contribute to CE, for example parental education, which this study initially assumed to be negligible, were found to influence citizenship education. The study assumed that the selected respondents gave honest feedback during data collection. Honest feedback enhances the integrity of the findings (Creswell, 2014).

Scope and Delimitations

This study was carried out to assess the practice of VBL by head teachers, assess the degree to which CE was implemented by teachers, and investigate the relationships between VBL and CE in preschools in Kajiado North. The views and perspectives of the participants on the concepts of VBL and CE may not depict the opinions of all head teachers and teachers in Kenyan preschools. The research assessed the practice of VBL by the head teachers and teachers, investigated the implementation of CE by the preschool teachers, and established relationships between VBL and CE. The collection of information for this study was done between April 2019 and July 2019. Other factors that influence CE, for instance parental guidance – which was ignored and assumed negligible – were found to be significant and are addressed in the discussion chapter.

Limitations

The purposive choice of respondents for the qualitative part of the research was centered on the researchers' perceptions and the outcomes of the quantitative stage of the study. The purposive selection of respondents may have locked out crucial respondents because of the limited number who were interviewed. The eight respondents targeted by this research for the interview due to time and monetary limitations could have prevented the researcher from drawing concrete conclusions, as the conclusions were based on limited responses.

Organisation of the Study

This dissertation is arranged into five chapters. Chapter One presents the background, the statement of the problem, the objectives and hypotheses of the study, the justification for and significance of the study, the assumptions and scope of the study, and the limitations and delimitations of the study. Chapter Two reviews empirical studies

based on VBL and CE, and describes the theories underpinning VBL and the implications for citizenship education in schools. It also depicts the indicators in the conceptual framework that explain the relationship between VBL and CE. Chapter Three describes the research paradigm, design, methods of collecting data, sampling techniques, instruments, reliability, validity, and ethical issues considered in this study. Chapter Four presents the findings of the quantitative phase and the qualitative phase, and the summary of the integrated results as prescribed by the pragmatic philosophy. Chapter Five presents the key results, the implications of VBL on CE in preschool institutions, the recommendations, areas for further research and the conclusion.

Chapter Summary

This chapter presented a background to value-based leadership and citizenship education in the preschool context. In the introductory part, the chapter described various forms of leadership, citizenship education in the preschool context, and in Kajiado North. The introduction gave justifications for the suitability of Kajiado North as the location for the study. Justifications were given for why VBL is gaining popularity in research in the 21st century, and why also in education and at the preschool level. Examination dishonesty was identified as a situation that is influencing educational structures around the globe, especially in Kenya, where several such cases have been reported in recent years. In the problem statement, VBL was proposed as a long-lasting strategy to sort out examination dishonesty. The researcher argues that, if ethics and moral values are taught in preschools, where the cognitive development of children is at its peak, the likelihood of children retaining these values and using them to make the right decisions during adulthood can be assumed to be high.

A review of studies on the concepts of VBL and CE revealed gaps that need to be filled, some of which include the need for an investigation of how CE is conceived and

fostered by teachers in schools, empirical research that focuses on observing pupils' behaviour in a variety of ordinary situations, and research on VBL relationships among different professional ranks within an organisation.

The intent of the study was to evaluate the practice of VBL by head teachers and preschool teachers; to assess the implementation of CE by preschool teachers; and to investigate the relationship between VBL and CE. The chapter concluded with descriptions of the objectives, the research questions, hypotheses, assumptions, significance, justifications, scope and delimitations, and the limitations of the study.

The motivation for this research stems from falling values and leadership failures that have occurred and are still witnessed in our society today. For instance, the massive cases of examination dishonesty witnessed recently in the KCSE examinations in Kenya not only indicate leadership failure, as shown by school principals who have been accused of assisting their students to cheat in exams, but also are as a sign of falling values in society, as shown by the many students, parents and other citizens who were implicated in the scandal (Munuhe, 2016). Despite the harsh and strict measures employed by the Ministry of Education to solve the problem, including the cancellation of exams and jailing persons found guilty of exam irregularities, attempts are still being made by citizens to cheat for personal gain (Onyango, 2018).

In the researcher's opinion, VBL offers solutions to solving educational challenges, for example cheating in examinations, because it is less expensive and studies have revealed that its practice enhances good moral and ethical behaviour in followers (O'Toole, 1995). The researcher decided to focus on CE, which is the medium through which preschool pupils learn moral and ethical values, as advocated in Aristotle's theory (Ross, 1908), that shape their character in accordance with Lickona's Moral and Character Education Theory (1996).

The rationale for this approach is that CE in the new curriculum is a compulsory competency that all preschool pupils are expected to achieve (KICD, 2017). The leadership of the head teachers is crucial in creating enabling environments for CE to thrive in preschools. Leading through values is essential at this level, because research has shown that preschool pupils at their tender age are at the peak of their cognitive development, and that this is a time when they develop the basics for imagining, acting, and passionate well-being (Bakken et al., 2017).

At preschool stage, children learn values and imitate what teachers do, which is in accordance with Aristotle's theory of moral virtue (Ross, 1908) and Bandura's social cognitive learning theory (Bandura, 2018). For effective teaching of CE through this conceived mode (observation), the practice of VBL by the head teacher and the preschool teachers must be consistent, i.e., there should be a high, positive correlation between the head teacher's VBL and preschool teachers' VBL. This study was conducted because there is a lack of "VBL relationships at different professional ranks within an organization", which Copeland (2014, p. 130) says will provide knowledge if investigated. Knowledge of the relationship between the VBL of teachers and that of head teachers will inform curriculum developers on what content to include in the teachers' leadership training courses.

Citizenship education is a complex concept and, up to now, there are no clear ways of effectively teaching it in schools, especially at the preschool level. Citizenship education is a means through which pupils acquire values, morals, and ethics. Studies show that there is limited investigation on how citizenship is being perceived and taught in preschools schools (Adams, 2005; Holden, 2003). Based on these gaps, this research assessed the practice of VBL by the head teachers, assessed the extent to which CE was

implemented by teachers, and established relationships between VBL and CE in preschools in Kajiado North.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

This chapter presents the conceptions of citizenship education (CE) and value-based leadership (VBL) and their relationships through their respective indicators framed in the preschool context. The descriptions involve reviews of recent empirical studies that relate the constructs of VBL and CE. The theories that link VBL and CE to pupils' character are described under the theoretical and conceptual frameworks. The indicators of VBL and CE displayed in the conceptual framework depict the association between the variables VBL and CE and their corresponding indicators. The chapter concludes with a summary of all the discussions.

Literature Review

The literature review is “an important chapter in the thesis, where its purpose is to provide the background to and justification for the research undertaken” (Bruce, 1994, p. 218, cited in Arshed & Danson, 2015). A literature review also “refers to the process involved in creating the review that appears in a dissertation or thesis” (Ridley, 2012). A literature review is important for a study because it helps the researcher understand the literature before shaping an argument or justification and, through the literature review, gaps are identified (Arshed & Danson, 2015).

Coughlan, Cronin, and Ryan (2007) present four main types of doing literature reviews: 1) traditional or narrative – aimed at analysing and summarising a body of literature with a view to highlighting new research streams, identifying gaps or recognising inconsistencies; 2) systematic review – aimed at answering highly structured and specific research questions; 3) meta-analysis – which involves taking the findings from the chosen

literature and analysing the findings by using standardised statistical procedures; and 4) meta-synthesis – which is a non-statistical procedure that evaluates and analyses findings from qualitative studies and aims to build on previous conceptualisations and interpretations.

The paradigm of this research is built on pragmatic philosophy. This research focused more on the research question and how to find the answers than on the theory behind how knowledge is created (Creswell, 2014; Wilson, 2010). Owing to the mixed-methods nature of this research, all four approaches were used in reviewing the literature underpinning the concepts of value-based leadership and citizenship education. First, the literature associated with value-based leadership was studied, and then citizenship education was reviewed.

Value-Based Leadership

Busch and Murdock (2014, p. 87) define VBL “as goal-setting, problem-solving, language-creating, and value-developing interaction, which is anchored in the organization’s values and high ethical standards”. Value-based leadership is described “as more effective than any other, notably ‘tough’ or ‘amoral’ leadership” (O’Toole, 1995, p. 13). Value-based leaders “listen to others, encourage dissenting opinions, grant ample authority to their subordinates and lead by example” (O’Toole, 1995, p. 14). Leading by example entails acting according to procedures and in line with the expected standards or leading through values, ethics, and morality (Copeland, 2014; Van der Voet, 2014; Yukl, 2012). Value-based leadership has received a lot of attention from researchers in the 21st century because of leadership challenges that require leaders with specific ethical and moral skills to solve (Barton, n.d.; Sarlak, 2011, p. 217).

Leadership in early childhood education (ECE) centres, even though it is a complex construct, is not new, especially in the western world (Bush, 2012; Davis & Ryder, 2016;

Male, 2012; Moyles, 2006; O'Sullivan, 2009; Rodd, 2013; Siraj-Blatchford & Manni, 2007). What may be new is the relationship between effective leadership and VBL on which this research focuses. Ciulla (1998) states that morals and honesty are the core of authority and ought to be paid attention for the achievement of the business and sustainability of a firm. It has been documented that, for a school to succeed, effective leadership is vital, and that the school must be led by value-based school leaders (Ahmad, Gao, & Hali, 2017). In addition, it has been noted that, unless trained and dedicated head teachers help in shaping instruction and learning, the chance of making and sustaining remarkable learning conditions is insignificant (Rodd, 2013).

Research likewise demonstrates that leadership is second only to instruction as an impact on learning, and that the quality and routine with regard to leadership are connected in a predictable manner to improved results among pupils (Leithwood et al., 2006, p. 4; Mitgang, 2012, p. 3). With this tested influence of educational leadership on learning outcomes, it is worthwhile conducting a study to find out how and to what extent the head teachers as leaders, and the teachers in the preschools in Kajiado North, influence both citizenship education and the pupils' characters, which are exhibited by the values learned. Some studies on value-based leadership have been done in schools.

Van Niekerk and Botha (2017) conducted qualitative research that assumed that school principals as leaders need to establish, develop, and maintain a core of shared values in their schools. The focus of the research was on principals' perceptions of values in their schools. Van Niekerk and Botha argue that the personal values of school principals underpin their decisions and actions, and thus influence the members of the school. Although the results of their research show that the principals had diverse perceptions of values, and that their values influenced the members of the school community, the research did not establish the extent of such influence.

A study carried out by Gold et al. (2003) explored how ten outstanding school principals in different kinds of schools in England translated their educational values into management and leadership practices. The results of the study showed that the principals' leadership was driven by values. The values-based leadership of the school principals provided insights into how some of the values and beliefs were revealed through the words and deeds of the school leaders but did not show how the values of the principals related to those of the teachers and students.

Law et al. (2003) conducted research focusing on principals' values and their impact on the principals' perceptions and management of challenges in a Protestant secondary school in Hong Kong. The study showed that the links between values and challenges were influenced by the personal and organisational characteristics of the school principal, such as age, gender, experiences, and strength of religious beliefs. While the studies conducted by Van Niekerk and Botha (2017), Law et al. (2003) and Gold et al. (2003) agree in principle that the personal values of the head teachers influence the core values shared by the members of the school community, they do not show the extent of the influence. Furthermore, there has been a lack of research on value-based leadership relationships between different ranks of teachers (Copeland, 2014), and little research has been done on citizenship education in primary schools (Adams, 2005; Holden, 2003). When this shortcoming has been addressed, it will add knowledge to the existing literature.

The following section describes the characteristics of value-based head teachers, such as integrity, vision, trust, listening, respect, clear thinking, and inclusion (O'Toole, 1995). The descriptions are done in terms of the ethical and authentic theories of VBL, Aristotle's theory, Likona's theory and Bandura's theory of cognitive learning, which are associated with pupils' learning and character formation. All the discussions are framed in the preschool context.

Characteristics of Value-Based Head Teachers

Integrity

Integrity has been discussed in the literature from many perspectives. Montefiore and Vines (1999) present integrity as wholeness, or completeness, and also as consistency and coherence of principles and values. In the professional context, “integrity means that a professional exercise his tasks adequately, carefully and responsibly, taking into account all relevant interests” (Karssing, 2007, p. 3). Other studies depict integrity as honesty, impartiality, and accountability (Dobel, 2016), acting in line with virtues like wisdom, justice, courage, and temperance (Becker & Talsma, 2016). All these views as presented in the literature link integrity with morals and values.

A value is a belief or quality that contributes to judgments about what is good, right, beautiful, or admirable (Fijnaut & Huberts, 2002). Values thus have weight in the choice of action by individuals and collectives (Huberts, 2018). Norms reveal whether something is good or bad, right, or wrong, beautiful, or ugly (De Graaf, 2003). In terms of behaviour, norms answer the question, “what is the correct thing to do?” (Van der Wal, 2008, p. 12). In the school environment, teachers tend to believe the head teacher if the actions of the head teacher are consistent with his or her values, for example telling the truth on matters of school governance. On the other hand, teachers who tell pupils that respecting each other is a good virtue will be taken seriously by pupils when they see teachers respecting each other.

This study focuses on the morals and values (ethics) of schoolteachers that formed the basis of judgements. Different researchers have different pointers to specific ethical leader characteristics, but Frew, Mitiku, and Mebratu (2014) have documented the major features as integrity, trustworthiness, honesty, and transparency. A study conducted by the American Association of School Administrators (AASA), cited in Katranci, Sungu, and

Saglam (2015), proposes that school administrators, including head teachers, should abide by the virtues of ethical leadership that are accepted by all. Katranci et al. (2015, p. 4) clarify the idealistic conduct anticipated from head teachers as:

making the well-being of students the fundamental value of all actions; fulfilling professional responsibilities with honesty and integrity; supporting the principle of due process and protects the rights of all individuals; obeying laws and not deliberately joining or supporting organization that advocates directly or indirectly, the overthrow of the government; implementing administrative policies, rules and regulations; pursuing appropriate measures to correct problematical laws, policies, and regulations which are not consistent with sound educational goals; avoiding using positions for personal gain through political, social, religious, economic, or other influence; accepting academic degrees or professional certification only from suitably accredited institutions; and seeking to improve the effectiveness of the profession through research and continuing professional development.

Teachers' integrity is portrayed by their ethical behaviour (Montefiore & Vines, 1999). Through observation of the head teachers' actions, people can distinguish those who serve with integrity from those who do not using the characteristics in Table 2.1. The criteria for evaluating the integrity of school heads was considered when designing questionnaires for this research. The head teachers as individuals have unique characteristics that they use to influence the teachers' behaviour and learning outcomes.

Table 2.1

Evaluation of the Head Teacher's Integrity in Schools

Measure	Moral standards	Unethical characteristics (lack of integrity)
Utilisation of head teacher's power and impact	Serves stakeholders and the school	Satisfies individual needs and school targets
Taking care of different interests of various partners	Attempts to adjust and coordinate them	Favours alliance accomplices who offer the most advantages
Advancement of the school's vision	Develops a vision dependent on teachers' contributions, teachers' thoughts, and teachers' skills.	Attempts to sell an individual vision as the main route for the school to succeed
The integrity of the head teacher's conduct	Performance is consistent with espoused values	Does what is practical work to achieve individual targets
Risk taking in head teacher's choices and moves	Is willing to make individual dangers and settle on fundamental choices	Avoids important choices or activities that include individual risks to the head teacher.
Communication of pertinent data tasks	Totally and opportunely divulges data about occasions, issues, and activities	Uses deceit and expression to bias teachers' judgments about issues and improvement
Reaction to analysis and contradiction by teachers	Encourages basic assessment to discover better arrangements	Discourages and stifles analysis or dispute
Advancement of devotee aptitudes and fearlessness	Uses teaching, training, and coaching to create enthusiasm	Deemphasises improvement to keep teachers feeble and reliant on the head teacher

Note: Adopted from Yulk and Yulk (2002)

Trust

Trust is defined as one side being helpful, trustworthy, competent, honest, and open, and the other being willing to be vulnerable (Hoy & Tschannen-Moran, 1999). From this definition, the concept of trust reveals attributes that include kindness, reliability, ability, honesty, and openness, which are essential for school success. Research findings have demonstrated that teachers in schools in which trust had increased over a three-year period reported a greater willingness to try new things; a greater sense of responsibility for their students; more outreach to parents; and a stronger professional community (more shared work, more conversations about teaching and learning, and a stronger collective focus on student learning) (Robinson, Hohepa & Lloyd, 2009, p. 185).

Individuals who trust people more control them less, and individuals who trust people less control them more (Vosselman & Meer-Kooistra, 2009). When teachers and pupils trust one another at school, effective learning takes place because there is willingness; teachers are willing to perform their professional duties and pupils are willing to perform the activities during the lessons. In other words, teachers control pupils minimally and pupils learn more because they take responsibility for their learning. What implications does this finding have for this study?

Trust as an indicator of value-based leadership has the potential to shape pupils' learning outcomes. The learning environment in which trust thrives enables teachers to learn ethics from the head teacher, and pupils to learn ethics from both the head teacher and the teachers. Teachers tend to believe their head teachers if they perform duties in accordance with the professional code of conduct. The more the head teacher 'walks the talk' by interpreting hidden qualities into activities, the higher the level of trust and respect of the teachers in the head teacher (Amsale, Bekele & Tafesse, 2016). Likewise, pupils

tend to believe and respect their teachers if the level of trust in the learning environment is high.

Listening

The International Listening Association (ILA, 2012) defines listening as the process of receiving, constructing meaning from, and responding to spoken or nonverbal messages. Listening is portrayed as a profound responsibility of a leader – to listen effectively and consciously (Barbuto & Wheeler, 2006; Humphreys, 2005; Spears, 2010), to ask questions to create knowledge (Humphreys, 2005; Rai & Prakash, 2012), to give time to reflection and quietness (Spears, 2010) and, what is more, to be aware of what is inferred (Coetzer, Bussin, & Geldenhuys, 2017).

Weger, Bell, Minei, and Robinson (2014) conducted a correlational study in which 115 participants were engaged in interactions with 10 confederates trained to respond with active listening messages, advice, or simple acknowledgements. The results of the study indicated that participants who received active listening responses felt more understood than participants who received either advice or simple acknowledgements. Furthermore, participants who received either active listening responses or advice were more satisfied with their conversation and perceived the confederate to be more socially attractive than participants who received simple acknowledgements. These findings have effects in schools, where head teachers interact with both teachers and pupils.

In the school, pupils, staff, and parents may experience challenges that may be solved by a listening head teacher. Listening goes beyond paying attention. It entails understanding the challenges, solving them where possible, and monitoring the results for further improvement. Pupils require listening in areas touching on academics and social behaviour (accommodation by peers), staff need their welfare issues addressed through understanding, and parents want the head teacher to understand them and be patient as they

sort out financial challenges. The person being listened to will be satisfied if the head teacher offers active listening. Active listening is conceptualized by Weger et al. (2014) as having three parts: it 1) demonstrates moderate to high nonverbal involvement, 2) reflects the speaker's message using verbal paraphrasing, and 3) may include asking questions that encourage speakers to elaborate on their experiences.

Respect

Respect is defined as “warmth and caring connoted by positive regard” (Hersrud, 1994, p. 49). According to Van Quaquebeke and Eckloff (2010, p. 344), respect is

a person's attitude towards other people in whom he/she sees a reason that, in itself, justifies a degree of attention and a type of behaviour that in return engenders in the target a feeling of being appreciated in importance and worth as a person.

Respect is a perception of fair treatment a person receives from people who give such treatment.

There are two types of respect: horizontal respect and vertical respect (Simon & Stürmer, 2003). Horizontal respect refers to the respect experienced between peers, while vertical respect exist between superiors and subordinates. In the school environment, respect for the teacher, respect from the teacher, and the teaching of respect itself also seem to be important factors for learning (Mertz, Eckloff, Johannsen, & Van Quaquebeke, 2015).

The horizontal respect between students plays an important role in learning. Interviews carried out by Meyer (2008) about respect in the classroom showed that students were more willing to learn and to show commitment in class when they were respected by their teachers. Deutsch and Jones (2008) further found that (horizontal) respect moderates youths' perceptions of and relations to authority. They state that students are more willing to comply with school rules when they feel respected, and their responses to teachers may affect their commitment in class. Similarly, Skinner and

Belmont (1993) show that teacher behaviour and student commitment are linked and affect each other mutually. Respect thus is an important factor for students to comply with teachers, pay attention to what teachers have to say, and be motivated to learn.

Vision

Vision is defined as an impression of a desirable future (Starratt, 1993). The role of a head teacher in the development and implementation of the school vision has been given significant attention in the literature (Greenfield, Licata, & Johnson, 1992; Leithwood & Jantzi, 1990; Sashkin, 1993; Stalhammar, 1994; Starratt, 1993).

Head teachers are influential leaders in the school who can change how things operate and influence performance. Mombourquette (2017) conducted research to determine the degree to which the personal beliefs of school heads and school-based vision affect the student learning experience. The study incorporated twenty-seven elementary, middle, and high school principals from Alberta, Canada who were interviewed using a semi-structured protocol. Student learning data were drawn from various standardised tests, surveys, and anecdotal sources. The results show that schools categorised as performing high were all led by principals who clearly articulated a vision, mission, and goals that emanated from personal beliefs about student learning and the role the school programme plays in helping students to learn. Similarly, schools categorised as not achieving to the degree indicated by their socio-economic standing had principals who did not work from a position of clearly identified personal beliefs or a vision for the school. The results show that vision as an indicator of leadership matters in schools.

Visionary head teachers can use charisma to discuss the most significant individual qualities and convictions that are useful to the school, talk hopefully about the future, draw up a convincing vision for the school, talk about what should be cultivated, and express certainty that the objectives will be accomplished (Bass & Bass, 2008). Even when there

are so many challenges, for instance a lack of textbooks for teachers to teach citizenship, the head teacher can tell the teachers to look for other sources (be innovative) and express optimism that the teaching of CE will succeed.

Clear Thinking

At the point when an organisation faces the requirement for some sort of progress to remain focused, cut expenses, grow new items, become progressively effective or improve quality, as a rule the way of life will also need to change (Gleenson, 2017). This, according to Gleenson, is required almost immediately, because another method for doing things requires a new way of thinking, particularly by leaders at all levels. Schools need leaders who are clear thinkers to transform schools and make them progressive, effective and improve the quality of the learning outcomes.

Visionary head teachers are clear thinkers (Day & Sammons, 2016). Values-based leadership requires that head teachers communicate constantly, at every opportunity possible. Challenges are expected in preschool institutions as the government rolls out a new curriculum in which CE is to be taught through subjects such as literacy, numeracy and environmental studies (KICD, 2017), hence there is need for the head teacher to convene meetings and share the challenges with the teachers. The head teacher is expected to be at the forefront, thinking critically and championing the way. The head teacher can devote time to do coaching whenever teachers make mistakes along the way.

Inclusion

Inclusion in the leadership context has elements of diversity and accommodation. Sturm (2006, p. 249) defines inclusion as “identifying the barriers to full participation and the pivot points for removing those barriers and increasing participation”. When this definition of inclusion is applied to a school, there are barriers that prevent teachers from performing their roles. Barriers could be forms of discrimination based on race or gender,

for example the proprietor of a private school may be biased in employing teachers, so that only teachers from the proprietor's community or relatives are employed to teach in the school. On the part of the head teacher, he or she may not want to listen to the views of teachers concerning an issue in the school and rely on his or her own ideas. An inclusive head teacher will identify barriers and remove them to pave the way for full participation by teachers in school matters.

Inclusive head teachers' support and helping behaviours, based on key features such as high availability and openness (Carmeli, Palmon, & Ziv, 2010; Nembhard & Edmonson, 2006), can make teachers feel that they are appreciated by the school. Carmeli et al. (2010) investigated the effects of inclusive leadership on employee creativity in the context of the research and development teams of knowledge-intensive organisations. The results of their study show that inclusive leadership promoted psychological safety, which, in turn, increased employee involvement in creative work. Teachers who received favourable treatment by head teachers and the school attempted to increase their professional commitment within the school to promote effective teaching and learning. In addition, the ability of inclusive head teachers to promote individuals' needs may encourage teachers' internal and social desires, such as learning and studying (Choi, Tran, & Park, 2015; Nembhard & Edmondson, 2006). When a school provides such a learning environment to develop teachers' internal interests, teachers are more likely to perceive that the school values what they have done (Joo & Shim, 2010).

A value-based head teacher who practises inclusive leadership can encourage team spirit among teachers by considering their opinions on issues that need to be addressed. The head teacher can listen to the concerns of teachers, including about their welfare issues. An inclusive head teacher goes beyond personal interests, for example by giving a chance to a deserving teacher during hiring instead of employing his or her own relatives,

accommodating the views of teachers on school matters, not discriminating based on race or gender, and being willing to offer effective and conscious listening. The skills and values of head teachers, including integrity, respect, listening, trust, clear thinking, vision, and inclusion are indicators that can be measured through the perceptions of teachers to gauge head teachers' value-based leadership, as depicted in Figure 2.1.

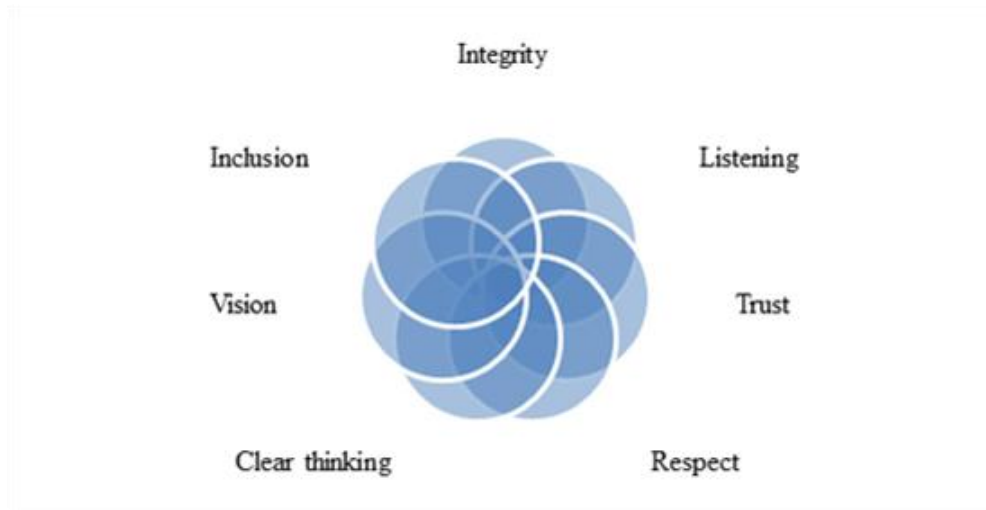


Figure 2.1. The concept of value-based leadership
Note. Adapted from O'Toole (1995) and Smith (2014)

I compared the characteristics of a value-based head teacher listed in Figure 2.1 with those of value-based teachers (see Table 2.2). The literature shows a positive relationship between effective leaders and loyal and committed followers (Avolio & Gardner, 2005; Brown & Treviño, 2006; Luthans & Avolio, 2003; May, Chan, Hodges, & Avolio, 2003). From Figure 2.1 and Table 2.2, there would appear to be a relationship between a value-based head teacher and value-based teachers. The indicators listed in Figure 2.1 were used to measure the value-based leadership of the head teacher and of the teachers in each school in the study, as described in the methodology (see Tables 3.2 and 3.3). The characteristics of a value-based head teacher, according to O'Toole (1995, pp. 13-36), are given in Table 2.2.

Table 2.2

The Characteristics of Value-Based Teachers

Characteristics	Sources
Have trust in their head teacher	(Avolio, Gardner, Walumbwa, Luthans, & May, 2004; Gardner et al., 2005; Wong & Cummings, 2009)
Have advanced levels of commitment to the school	(Avolio et al., 2004; Jensen & Luthans, 2006, Walumbwa et al., 2008)
Are very patriotic and have high levels of citizenship behaviour	(Cottrill, Lopez & Hoffman, 2014)
Have greater feelings of empowerment	(Leroy, Palanski, & Simons, 2012)
Perform well in their job descriptions (JDs), leading to job satisfaction	(Giallonardo et al., 2010; Walumbwa et al., 2008)
Form excellent teams, leading to positive team outcomes	(Hannah, Walumbwa, & Fry, 2011; Wong & Cummings, 2009)
Realise firm financial performance	(Clapp-Smith, Vogelgesang, & Avey, 2009)

Note. Adapted from Walumbwa, Avolio, Gardner, Wernsing, and Peterson (2008).

Table 2.3

The Indicators of a VBL Head Teacher

Characteristic		Description of the head teacher
1.	Integrity	Integrity – is identical to truth telling, honesty, high moral standards. A head teacher whose words and deeds are consistent, knows him/herself well and never loses sight of his/her goals nor compromises his/her principles
2.	Vision	Builds a vision and finds ways of communicating it to inspire teachers
3.	Trust	Inspires trust and hope in teachers who, in turn, become encouraged to serve, to sacrifice, to persevere, and to lead change. In turn, teachers become loyal to the school
4.	Listening	Listens to the teachers because he/she respects them and honestly believe that the welfare of the teachers is the end of leadership. Encourages dissenting opinion among his/her closest advisers and is not slave to public opinion
5.	Respect	Committed to the moral principles of respect for teachers. Head teachers who succeed at bringing about effective and moral change believe in and act on the inherent dignity of the teachers they lead
6.	Clear thinking	Must have clear thoughts about his/her own beliefs, human nature, the role of the school, the measurement of performance, and so on. Listens to the needs, ideas, and aspirations of the teachers, and then, within the context of his/her well-developed systems of belief, responds to these in the appropriate fashion
7.	Inclusion	Inclusive head teachers enable teachers to lead by sharing information, by fostering a sense of community, and by creating a consistent system of rewards, structure, process, and communication. They are committed to the principle of opportunity, giving all teachers the chance to contribute to the school

Note. Adapted from Garg and Krishnan (2003)

These characteristics were used as indicators of value-based leadership in both the head teacher and the preschool teachers. The extent to which VBL was practised by the head teachers and preschool teachers in Kajiado North was measured using a VBL questionnaire developed by Garg and Krishnan (2003). The questionnaire has been used in research and has been found to have good internal consistency. A sample of the questionnaire, together with the necessary authorisation to use it, is available in the appendices.

Citizenship Education

The notion of citizenship can relate to more than one discipline, notably law, politics, and human science. The fundamental establishment of this thought can be followed back to the city states of the old Greek and Roman times (Önal, Öztürk, & Seyfi, 2016). Önal et al. assert that, during this historical period, citizenship was used only to describe certain privileges of noblemen living in the old cities of Rome and Greece. Furthermore, these privileges to which the noble Greek and Romans were entitled were changed into the civil liberties and responsibilities of citizens after the French Revolution (Heater, 2004). The transferral of civil liberties and responsibilities to residents gave rise to republican citizenship, in terms of which the responsibilities of residents were emphasised more than their civil liberties. Other forms of citizenship have emerged, for example the transformation of the monarchy into a parliamentary democracy over the years led to the emergence of a more liberal understanding of citizenship in England (Önal et al., 2016). In Kenya, the introduction of multiparty politics in 1992 led to a devolved government, in which privileges that were enjoyed by a few elites during the single-party era have moved to citizens at the county level – a move that is encouraging liberal and democratic citizenship (Cornell & D’Arcy, 2014).

Citizenship education is an education associated with three forms (rank, feeling and training) of citizenship. As a rank, citizenship means privileges and responsibilities. Citizenship as a feeling is about the feeling of belonging to a group of people (on the local, national, and international level). In training, citizenship entails involvement in societal, ethnic, civil, and commercial activities (Osler & Starkey, 2006).

Citizenship education is a complex construct, and, to date, researchers are still searching for its meaning (Stephen & Gadda, 2017). Researchers argue that, since citizenship education is still a contested idea, the search for its meaning will continue featuring in the literature, although its structure and stance will change over time and under the influence of changing needs at the local, national and global levels (Kerr & Sardoc, 2002; Kerr, 2003a, 2003b; Kerr & Cleaver, 2004).

The lack of clarity on the concept of citizenship education gave this research an opportunity to utilise teachers' perceptions and beliefs to describe the meaning and add to the more than three hundred (300) descriptions of citizenship education that already exist in the literature (Davies, 1999). The findings of this research show that teachers in preschools perceive citizenship education as the teaching of values and enlightening pupils with knowledge on the self, citizenship, unity, and a sense of belonging.

The description of citizenship education, in which learning content is emphasised, together with changing knowledge into behaviour, is one of the most general meanings of citizenship education in research (Önal et al., 2016). The Council of Europe ([COE], 2010, p. 7) defines citizenship education as:

training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.

This definition of citizenship education was adopted in this research because it emphasises the learning of skills, values, and attitudes, along with a transformation of knowledge into behaviour.

Orientations to Citizenship Education

The only general consensus on CE is on its purpose of developing good, democratic citizens (Schugurensky & Myers, 2008). Schugurensky and Myers (2008) argue that good democratic citizens can be developed through two orientations of CE, namely the conservative orientation and the progressive orientation.

Conservative Orientation. According to Schugurensky and Myers (2008, p. 2), “the conservative orientation to citizenship education privileges the reproduction of the existing socio-economic order”. What this orientation of CE does to pupils in the preschool context is to impart and preserve values, for example national loyalty, respect for and obedience to authority, wilful assistance and the absorption of people from different cultures, acknowledge existing social structures, create good character and guarantee social cohesion (inclusion).

Progressive Orientation. On the other hand, “the progressive orientation to citizenship education privileges societal transformation and social justice” (Schugurensky & Myers, 2008, p. 2). This orientation studies the inequalities in terms of gender, race and social class created by capitalist systems and tries to fix them through democratic processes, which in other words means to “promote social justice and diversity” (Schugurensky & Myers, 2008, p. 2). This implies that pupils at the preschool level should be exposed to democratic processes in their context, in which they are taught to respect one another, irrespective of race, gender and social status, to be compassionate and to tolerate one another, to do justice when dealing with other pupils, and to take good care of the environment.

Global Indicators of Citizenship Education

The aim of citizenship education is to nurture skills, knowledge, and values, and to prepare pupils to be responsible citizens (Karakatsanis, 2005; Delanty, 1997; Tsioungkou, Tsioumis, & Kyridis, 2017). Globally, free, and mandatory public education has been highlighted extensively as one of the six objectives of Education for All (UNESCO, 2014). Although this is a welcome idea for the education of children, not much has been done to monitor the outcome of learning, especially at the preschool level (Quaynor, 2015). The only indicator available for measuring this free and compulsory education is enrolment rates (Quaynor, 2015), which does not sufficiently give the extent of learning outcomes.

Citizenship education is one of the learning outcomes of a preschool, and the extent to which this is achieved at a global level is very important. A study that proposed and discussed indicators of global citizenship education (GCE) was done by Skirbekk et al. (2013), who organised the measurement of citizenship education into three levels, namely the society level, supplier level and receiver level (Skirbekk et al., 2013). The following section describes the indicators of GCE on the three levels.

Society Level. In the context of global citizenship education (GCE), the three most important indicators at the society level are democracy, tolerance, and international cooperation (Skirbekk et al., 2013). Democracy is crucial in society, and democratic environments can be created and sustained by democrats. A “democrat is someone who engages others on the basis of listening and judgement about this and that” (Waghid & Davis, 2018, p. 2). Democrats are required at all levels of society because they are responsible to maintain cohesive and progressive societies. The “[q]uality of democracy is crucial as nations that do not have a functioning democratic system are less likely to respect human rights, political rights and support civic participation central to GCE” (Skirbekk et al., 2013, p. 10). In addition, Skirbekk et al. opine that, if the level of

democracy in a country is very low, the country is likely to restrict the content taught in the citizenship education curriculum and control what the teachers should teach the children on human rights, and even limit their activities and freedom of speech in the classroom.

Tolerance and respect are values central to GCE (Skirbekk et al., 2013). The writers argue that a lack of respect for marginalised groups, including cultural or religious formations, can disturb the principles, customs and collaboration that inspire the growth of global citizenship. This implies that tolerance and respect should form part of the values taught in the preschool curriculum, whose aim is to enhance cooperation and collaboration between different communities on the society, national and global levels.

Supplier Level. The supplier level that provides GCE incorporates formal, informal, and non-formal systems of education (Skirbekk et al., 2013). In the context of this study, these systems of education are meant to transmit values to pupils through citizenship education. There are two key societal institutions that explicitly communicate values to preschool pupils, namely school and family (Cirila et al., 2018). At the preschool level, children emulate parents' and teachers' behaviour and take these people as role models. The behaviour of parents and of the teachers is amongst the most significant foundations for information used by pupils for their behaviour (Nesliturk, 2014).

It therefore is important for parents and teachers to show their best behaviour when children are around, so that children are influenced positively, otherwise the opposite can happen. Schultz, Richardson, Barber and Wilcox (2011) found that social-emotional learning in early childhood offers a foundation for behaviour of pupils in school. The findings of their research reveal that pupils' learning at the preschool level leads to positive changes in their behaviour (Cirila et al., 2018). Because of this, the researcher

decided to hold parental influence constant by ignoring indicators from the supplier level when formulating the citizenship education questionnaire (see Appendix I-2).

A citizenship education questionnaire should “focus on the system of education that an individual is involved in as well as the effects of education that are achieved by participating in this system”, and “a meaningful measure of citizenship education should contain as many indicators in society, supplier and receiver levels” (Skirbekk et al., 2013, p. 7). The phrase “as many” does not set a limit of indicators in any of the three levels, hence what were used as indicators in this study were sufficient and any limitations that arose as a result of the omissions can be improved by future researchers.

Also, Skirbekk et al. (2013, p. 12) argue that they focused on measurements of formal education “[b]ecause of a lack of available data on informal and non-formal education”. The current research focused on the formal education component for the same reason. The connection among variables investigated in this research in the preschools in Kajiado North, and the degree to which different components, including family, influences the relationship between VBL and CE is presented and explained in detail in the results and discussion chapters.

Receiver Level. The outcomes of GCE are measured at the receiver level (Skirbekk et al., 2013). In the context of this study, the aim of CE is to shape the character of the preschool pupils through values taught and sustained throughout the school cycle. Skirbekk et al. (2013, p. 14) propose that, after undergoing CE, the character of individuals can be measured using the following criteria:

(a) identity, i.e. whether the person considers him/herself as a global citizen; (b) values and attitudes corresponding to the areas of the GCE (sustainable development, democratic values and human rights) as well as (c) knowledge and skills that would help transform individual values into actions, and (d) behaviour to carry out these actions. We would include measures corresponding to the three broad domains: knowledge and skills, values and attitudes, and behaviours corresponding to the following elements of GCE – tolerance towards others,

democratic values including equality, acceptance of universal human rights, anti-fatalistic attitudes, attitudes towards sustainable development and social cohesion.

The criteria were adopted to the preschool context and used to generate questions in the citizenship questionnaire. On identity, for example, in relation to which the views of teachers were sought to gauge whether the children they were teaching were considered global citizens or not, questions on “ ... respect for diversity and ... concern for the environment...” (Buchanan, Burrridge, & Chodkiewicz, 2018, p. 51) were included, as these are traits of global citizenship.

Character is important, and citizenship education plays a crucial role in shaping it. Character education is seen as the intentional, practical endeavor to build good a personality in children – or, more simply, to teach kids right from wrong (Lickona, 1992). Lickona (1992) asserts that right and wrong do exist, but children must be taught universal moral standards, including honesty, responsibility, and fairness, which transcend individual choice. Other important values that should be taught are inclusion, democracy, tolerance and equity under the values and attitudes indicator. Listening and communication are important skills that pupils require so that they can become active democratic citizens (Chiroma, 2019; Waghid & Davis, 2018). These skills were measured under the skills indicator of the questionnaire (see the questionnaire attached in the appendices).

Character-building programmes (Lin, 2013) that encourage moral standards, such as caring and honesty, are associated with the preliminary phases of citizenship education (Westheimer & Kahne, 2004). When the character of the pupils is developed in this way and nurtured throughout all levels of education, the chances of children becoming global citizens are high (Lickona, 1996; Skirbekk et al., 2013).

From the perspective of global citizenship education, citizenship “is about knowing that we are all citizens of the one globe and behaving in a way which demonstrates respect for that globe and all people on it” (Buchanan, Burrridge & Chodkiewicz, p. 51). According

to Ellis (2016), pupils who are considered global citizens exhibit characteristic in their actions such as “empathy which is a commitment to social justice and equity, a respect for diversity, a concern for the environment and sustainable development, and a belief that people can make a difference” (Buchanan et al., 2018, p. 51).

The teaching of values through CE should be aligned with acceptable global standards, should be in line with the characteristics of VBL, and should go beyond family and the immediate environment to produce global citizens. When pupils are given a form of education that instils global values, it will not matter which part of the globe they find themselves working in during their adult life. They will fit in and work comfortably, without feeling offended or offend others while discharging their responsibilities.

Citizenship Education in Africa

Large-scale citizenship education studies globally have not included Africa; examples include the 1999 International Association for the Evaluation of Educational Achievement Civic Education study (CIVED) and the 2009 International Civic and Citizenship Study (ICCS) (Schulz, Ainley, Fraillon, Kerr & Losito, 2010; Torney-Purta, Schwille & Amadeo, 1999; Torney-Purta, Lehmann, Oswald, Schulz, 2001). This does not mean citizenship education is non-existent in Africa. On the contrary, citizenship education existed even in the pre-colonial period.

African communities practised African indigenous education before they were colonised by the western supremacies. Although African indigenous education was not based on formal institutions such as schools, it successfully transferred the necessary skills, cultural values, and knowledge to young people from one age group to another (Lathi, 2008). Woolman (2001) notes that, although indigenous education varied among African communities, most communities had core elements that included informal education in the context of family, community, and cultural group to instil communal

responsibility. Lathi explains that, during colonialism, the colonial governments used colonial educational systems to eradicate most of the African indigenous forms of education. The researcher considers the informal education systems eradicated by the colonial governments and the formal ones they put in place as citizenship education forums.

Unlike Western countries, in which citizenship education is understood to mean a kind of education that prepares students to take up their citizenship roles (Faour & Muasher, 2011), historical and contemporary issues in Africa shape the understanding of citizenship education (Quaynor, 2015). Perceptions of citizenship are connected to awareness of issues ranging from individual rights to freedom from colonial rule and democracy (Quaynor, 2015). Waghid (2010, cited in Waghid & Davis, 2013, p. 67) states three primary considerations that have informed and have been guiding citizenship education in South Africa:

first to encourage people not to repeat the racist, repressive and authoritarian apartheid past; secondly, to engender public deliberation to ensure that all people are engaged with, situated in, and connected to the democratic aspirations of others; and thirdly, to recognize the rights and the responsibilities of all citizens to uphold the rule of law, to develop respect for one another as humans through their interdependence and to contribute through towards an equitable and just society on the basis of reconciliation with and mutual recognition of the other.

The role of citizenship education is to create awareness of injustices and rights and other issues affecting citizens, and then suggesting ways of addressing them through democratic processes. Africa has a common yet varied colonial experience, and so colonisation may influence conceptions of citizenship (Quaynor, 2015). Ghana and South Africa are examples of the countries in Africa where students' conceptions of democracy are influenced by colonisation experience. Ghana's history of both traditional chiefs and foreign rule can be observed in undergraduate notions of fairness, as students stated that fairness means "being ruled by our own people" (Levstik & Groth, 2005, p. 563). In the

case of South African, students' perspective of democracy means having their own person (black) in a leadership position (Quaynor, 2015). This is in complete contrast to the situation in Western countries, especially in America, where the concept of citizenship as part of democratic issues means to protect property rights and individual liberties (Barber, 2003).

Citizenship Education in Kenya

Just as in other African societies, Kenyan communities practised African indigenous education before the invasion by the colonial powers. Although African indigenous education was not based on formal institutions such as schools, it effectively transmitted the relevant skills, cultural values, and knowledge to young people from one generation to another (Lathi, 2008). Some scholars for example, Ukpokodu (1997) notes that the colonial powers were biased against African indigenous education and introduced colonial education, which was aimed at indoctrinating African people by emphasising British and European history, geography, and literature. Ukpokodu notes further that citizenship education during colonialism “emphasized moral education and explicitly taught respect for colonial authority, and laws, and allegiances to the colonial and home governments” (p. 93).

This was then, but recently, citizenship education in Kenya has been undergoing some change due to globalisation and challenges such as intolerance, food uncertainty, radicalisation, terrorism, and corruption. To address these challenges, a new system of education was designed, which at the time of this research was in its initial stages of implementation. Citizenship is one of the seven main proficiencies in the Basic Education Curriculum Framework (BECF), the pillar of the new competency-based curriculum (CBC), of which the final goal is to encourage pupils to be accountable, creative and fruitful people (Republic of Kenya, 2013).

The Kenya Institute of Curriculum Development (KICD) provides comprehensive guidelines on what to teach pupils regarding values, skills, and ethics, as proposed in the new preschool curriculum and built into citizenship education and citizenship behaviour (KICD, 2017). The preschool curriculum is partitioned into two grades: pre-primary one (PP1) for children aged four (4) years, and pre-primary two (PP2) for children aged five (5) years. The preschool curriculum defines the content and suggests ways that the teachers can adapt it to instil values, knowledge, and skills, and to nurture competencies (KICD, 2017). Citizenship is not taught as a subject, but it is integrated into Language, Mathematical, Environmental, Psychomotor and Creative, and Religious Education activity areas (KICD, 2017, p. vii), with details given as:

Pertinent and contemporary issues (PCIs) have been integrated into the curriculum design to prepare learners for the ever-changing society specifically in order to address the changing needs of the society and ensure the learner's safety. These include life skills development through storytelling, living values, moral values, and social responsibility.

The descriptions of citizenship education in the global, regional, and national levels reveal conceptions of citizenship education as summarised in Figure 2.2.

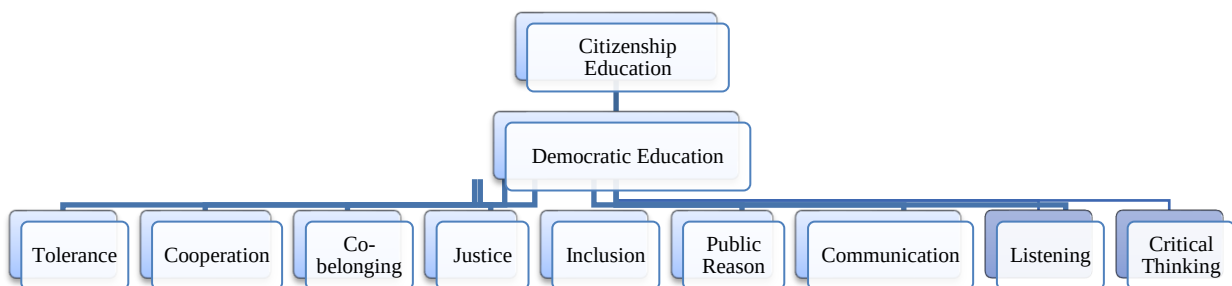


Figure 2.2. The concept of citizenship education

Note. Adapted from Chi et al. (2006); KICD (2017); Skirbekk et al. (2013); Waghid (2010, in Waghid & Davis, 2013)

Indicators of Citizenship Education

Of the global indicators of citizenship education (Skirbekk et al., 2013), the values in the societal level and the receiver level were considered. Among the values considered in the societal level are democracy, tolerance, and cooperation. In the preschool curriculum (KICD, 2017), the three indicators are operationalised as follows:

Democracy. Teachers engage pupils in storytelling to develop communication skills and play activities to inculcate values that depict justice and fairness. During the activities, pupils can express themselves in their own worldviews as the teachers shape the views to the desired forms as per the approved rubrics. In games, Pupils are taught “how to show fairness in winning and acceptance in losing” (KICD, 2017, p. 30).

Tolerance. During play activities, pupils learn teamwork. Teachers teach pupils how to resolve conflicts that arise due to differences in the personality and learning abilities of the pupils. Pupils are taught to respect one another, irrespective of gender and cultural orientations. They are taught to accommodate one another and consider each other as equals (inclusion).

Cooperation. Pupils are put in small groups and given tasks that teach them how to cooperate. They are engaged in activities involving weaving and painting that teach teamwork. Besides pupils learning how to cooperate with one another, they also develop communication skills (KICD, 2017, p. 87).

The other indicators of citizenship education were chosen from the receiver level, namely knowledge and skills, values and attitudes, and behaviour (Skirbekk et al., 2013).

Knowledge and Skills. From the Kenya preschool citizenship education curriculum (KICD, 2017), the knowledge and skills taught include effective communication, self-awareness, self-esteem, creative and critical thinking, stewardship, decision-making and problem-solving. These are taught during numeracy, literacy, and environmental activities.

Values and Attitudes. Values and attitudes incorporate love, respect, unity, peace, responsibility, integrity, humility, honesty, joy, kindness, patriotism, and cooperation, which also taught during numeracy, literacy, environmental, religious, psychomotor, and creative activities (KICD, 2017).

Behaviour. The questions used to measure this indicator were adopted from Chi et al. (2006, p. 31). Among the values measured was responsibility, while care and sharing (stewardship) was the skill tested (see the questionnaire attached in the appendices).

Value-Based Leadership and Citizenship Education

Value-based leadership and citizenship education share common values. The dominant value, as illustrated in the respective frameworks of value-based leadership and citizenship education, is respect. The other values that appear in both variables are integrity and inclusion. From these shared values, there seems to be a relationship between value-based leadership, which this research tested using quantitative methods. The findings of this research show that value-based leadership correlates positively with citizenship education. Regression analysis showed that 68% of citizenship education is explained by the value-based leadership of the teachers, while 32% was accounted for by other factors not tested by this research. The results have implications for citizenship education in preschools and are addressed in Chapter Five.

Theoretical Review

Aristotle's Moral Education Theory

This study was guided by Aristotle's theory of moral education. Aristotle postulates that individuals are brought into the world with the possibility to learn values (Ross, 1908). Citizenship education according to Aristotle provides some form of training which develops the characters of pupils and helps in preparing and encouraging children to actualise their human potential or excellence. Aristotle perceives citizenship education as a

means to “make persons at once excellent citizens, excellent human beings and excellent individuals” (Swanson, 1992, p. 144).

In Aristotle’s view, excellence is a condition of character associated with decision-making, which one must obtain through appropriate childhood programmes. According to Aristotle, human beings learn two kinds of excellences: scholarly ethics and good ideals. Scholarly excellences are discovered after some time through involvement in academic activities and empower one’s choices. Good ideals, on another dimension, are the traits that form the desired character in a person through training and simulation. Good character traits helps one to live ethically by taking the right and the just course of action (Ross, 1908).

Further, Aristotle’s theory of moral education advocates for the supervision of children’s moral behaviour. Aristotle proposes that the supervision of children’s moral behaviour and teaching should be done through some form of games and music. Music according to Aristotle is crucial for cultivating and maintaining good citizenship from puberty to mature adulthood; because performing or listening to the various rhythms and harmonic modes will evoke the various qualities of civic virtue (Heater, 2004). Games help in sustaining the virtues learnt since children tend to enjoy and have fun as they learn. Through games and music character develops as children progress in school-learning cycle (Heater, 2004).

The statement that character develops over time, as argued by Aristotle, resonates with reputable theories of human development (Kohlberg, 1971), thus giving it relative credibility. Aristotle’s theory is found appropriate for this study as it reinforces most progressive views regarding how human beings learn. The proposals advanced to supervise pupils’ moral character helped in understanding how CE is taught in the

preschools of Kajiado North, how the pupils learn virtues and how the learned outcomes will help pupils make the right decisions as they progress to higher levels of education.

Lickona's Character Education Theory

Lickona's (1996) theory looks at virtues as a standard for defining good character. Character development is very reliant on the subject matter, the teacher's character, leadership style, and attitudes which define great character (Lickona, 1996). Great character, as per Lickona, not only empowers a person to carry on with a satisfying life but strengthens and enables teachers to work successfully in school. For Lickona, teaching and leading in school must be purposeful and proactive, which means that teachers have no choice but to show their best character according to the set standards.

The proposed curriculum for preschools (KICD, 2017) outlines the standards in terms of teacher's instructional leadership and purposefully sets out a list of activities through which pupils will learn virtues. Teachers are required to encourage, by words and pattern, a typical arrangement of desired characters. Kilpatrick, Wolfe, and Wolfe (1992) hold this view, proposing that if students are not provided unequivocal guidance, some other social influence will guide them.

Lickona (1996) further expresses that character that is dependent on respect and responsibility is developed through good order, the teaching of qualities, and moral reflection, among others, which must be embraced by the teacher who fills in as a model, parental figure, and a guide. Along these lines, the activity must be undertaken in a caring and democratic school and learning environment (Gilligan, 1977). Basically, great character is created after some time through a continuous procedure of educating, for instance through learning and practise (Lickona, 2001).

There are also three theories of VBL that help in explaining the transmission of values from the head teacher to teachers and eventually to the pupils. These are ethical

leadership theory, authentic leadership theory, and servant leadership theory (Copeland, 2014). Servant leadership theory is used alongside ethical theory to enhance ethical values (Coetzer et al., 2017).

Ethical Leadership Theory

Ethical leadership theory is a framework that gives recommendations that help people in making right or wrong and positive or negative choices (Abrhiem, 2012). Ethical leadership can be defined as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making” (Brown et al., 2005, p. 120). When this definition of ethical leadership is applied to the preschool context, the head teacher sets a good example to be emulated by both the teachers and pupils while leading and performing roles in accordance with the job description of head teachers. Consistent with social cognitive learning theory (Bandura, 1977), teachers acquire ethical attitudes and values by observing and adapting the head teacher’s behaviour through role modelling, or vicariously through other teachers’ experiences.

Ethical leaders set clear standards of behaviour that encourage moral reasoning and ethical conduct among their followers (Lu & Lin, 2014). This means that, when head teachers act ethically and set guidelines that promote ethical behaviour and reinforce those guidelines through communication, the behaviour of the members of the school community (teachers and pupils) is likely to change positively (Demirtas, 2015).

Furthermore, when a leader who behaves ethically instructs followers to follow an ethical code of conduct, the followers are less likely to engage in organisational deviance or misconduct (Neves & Story, 2015). This means that ethical head teachers can influence

the behaviour of both teachers and pupils when they practise what they instruct teachers and pupils to do.

Lastly, when ethical leaders convey clear moral standards and inspire followers to speak up against unethical behaviour and practices, the followers are more likely to report wrongdoing internally (Neves & Story, 2015). When pupils are instructed through the ethical framework set by both head teacher and teachers and inspired to speak against wrongdoing, for example, bullying of pupils and cheating in examinations, they are likely to report these undesired acts to teachers and develop the desired behaviour that will guide their decisions in adulthood.

Authentic Leadership

Authentic leadership theory emerged because of failed leadership where CEOs engaged in dishonest activities (Avolio & Gardner, 2005; Kelly, 2013) and adopted the practice as a norm (Alvesson & Spicer, 2011). In the theory of authentic leadership, leaders are relied upon to be consistent with their very own qualities. They are expected to be dependable and open when dealing with their followers (Billsberry & North-Samardzic, 2015; Sparrow, 2005).

Authentic leadership is a style of leadership that entails developing associations with followers dependent on trust, transparency, and trustworthiness (Walumbwa et al., 2008). Borrowing a thought from this argument, authentic head teachers are expected to carry out their school operations openly and perform duties in a transparent and honest manner.

Researchers have argued that, to be authentic leaders, leaders must understand themselves fully by identifying their strengths, weaknesses, goals, and ambitions and use these to build relationships with their followers (Bass & Steidlmeier, 1999; George, 2003;

Luthans & Avolio, 2003). This means that, when head teachers know their strengths, they can use the strengths to build teachers and inspire the pupils to learn. Further to this, head teachers need to identify their weaknesses so that teachers with complementary skills can be engaged to assist the head teacher in leadership. In this way, trust is built between the head teacher and the teachers, and the trust that develops helps in creating a healthy working relationship in the school. Research shows that trust improves the relationship between people (Billsberry & North-Samardzic, 2015).

Authentic leadership is also observed to be a kind of leadership incorporating the positive parts of transformational, spiritual, and moral theories (Avolio, Gardner, Walumbwa, Luthans & May, 2004; Gardner, Coglisier, Davis & Dickens, 2011; May et al., 2003). It is generally associated with positivity, where the leader – together with the operations of the entire environment covering the scope of the leader’s mandate – is looked at and analysed by the followers. An authentic leader is not simply truly oneself however has a real self that is grounded in moral and good conduct (Walumbwa et al., 2008). The “self” is explained in terms of attributes that basically form the features of a dependable leader. These features are self-confidence, hopefulness, expectation and resilience, robust ethical appeal, high standards and values, progressive reasoning and expressive growth, and finest self-image (Gardner et al., 2005; Walumbwa et al., 2008).

Authentic leadership offers the individual, group, and the organisation advantages that other leadership styles do not (Walumbwa et al., 2008). Authentic leaders serve to encourage reliable followership (Avolio & Reichard, 2008; Gardner et al., 2005). The purpose of serving in this context is to show the way of doing and defining the standards to which the activities are to be performed. For example, in the preschool context, the head teacher – owing to his or her experience and expertise – can practise authentic leadership by showing teachers how to perform their roles. The head teacher can make prototype

schemes of work and give these to the teachers to use. By looking at the schemes and using them, teachers can learn how to make schemes on their own next time.

A head teacher in a serving role is a mentor to the teachers. The trust that develops between the head and the teachers when the head teacher offers consistent mentorship builds a positive working relationship in the school. Teachers who work in an environment in which the staff relationship is good will participate in the school's activities without much resistance. Schools in which teachers enjoy a healthy working relationship reap many benefits. A healthy working environment gives teachers ample time to exercise their instructional roles, and hence effortlessly develop pupils' knowledge, which eventually enhances the overall performance of the school (Avolio & Reichard, 2008).

Servant Leadership

Servant leadership is a type of leadership in which a leader turns the traditionally bottom-up approach completely upside down. Servant leadership theory puts employees at the top of the hierarchy and the leaders at the bottom, where they can see the needs of followers and serve them accordingly. In other words, a servant leader is a leader who puts him- or herself in a service position, rather than being a 'boss'.

Servant leadership is characterised as a multidimensional leadership theory that begins with a longing to serve, followed by a plan to lead and create others, and at last to accomplish a higher goal to the benefit of people, the organisation, and the community (Coetzer et al., 2017, p. 1). Further, the principles and practices of servant leadership are there to sustain high-performing organisations (Coetzer et al., 2017). Servant leadership cuts over an assortment of leadership theories, yet is extraordinary in its generous qualities, leadership resolve and emphasis, and multidimensional initiative traits. It focuses on serving individuals first through listening, empathy, awareness, persuasion,

conceptualisation, foresight, growth, and the building of community (Stone, Russel, & Patterson, 2004, cited in Coetzer et al., 2017).

The head teachers are the most influential employees in the school owing to their status in terms of qualifications, position, and remuneration. Servant leadership theory encourages the head teacher to be a servant who puts the interest of followers first (Coetzee et al., 2017). Head teachers are role models who serve and empower teachers to achieve the school's goals and vision using the operational leadership model. The operational leadership model is an orientation of the servant leadership style, where a leader is placed at the bottom of the leadership hierarchy and the followers at the top. The main attribute of the operational leadership model is listening (Stone et al., 2004, in Coetzer et al., 2017). A head teacher who is in a service position listens to the concerns of teachers and pupils, addresses the concerns, and easily builds positive relationships with members of the school community.

Research shows that servant leaders can enhance service delivery to followers when they adopt the transformational aspects of leadership (Bass & Steidlmeier, 1999). Bass and Steidlmeier (1999) suggest that, if leadership is transformational, its charisma or idealised influence is envisioning, confident, and sets high standards for emulation. This means that ethical head teachers who are also transformational can use their charisma to instil confidence in teachers, and make strategic plans that incorporate high standards in the teaching of CE. Head teachers of that calibre shelve their personal interest (power) and advance moral strategies, systems, and procedures within their schools (Howell & Avolio, 1992).

Value-based theories of leadership were found to be relevant to this study because the head teacher needs to motivate the teachers to implement the citizenship education

curriculum. Teachers, in turn, need to be equipped and empowered to be competent and confident and will be able to motivate pupils to learn through the virtues they acquire.

Value-based leadership theories demonstrate how the head teachers use their idealised influence to motivate both teachers and pupils, inspirational motivation to achieve the vision of the school, individualised consideration to fore-go self-interest and embrace the overall common good of the school, and intellectual stimulation to create openness in all school operations to create an environment where smart and creative solutions for problems are achieved.

Social Cognitive Learning Theory

Bandura's social cognitive learning theory is an expansion of behaviourism theory, which stresses the significance of behavioural, environmental, and individual (cognitive) factors in the learning process (Woolfolk, 2014). Social Cognitive Learning Theory was created by Bandura to explain how individuals develop and how their behaviours are interlinked with their own selves and the influences of the environment (Bandura, 1997).

Perceiving the significance of the complementary connections that are formed between the behaviour, the individual (cognitive), and the environment affects an understanding of how people learn; for this situation, Bandura (2018) puts primary emphasis on observational learning. The researcher found this theory a useful link to bring together Aristotle's, Lickona's and value-based leadership theories. Value-based leadership behaviour by the head teacher and teachers falls under the environmental variables. The head teacher and teachers are models that pupils observe and imitate as they teach and lead.

Woolfolk (2014) utilised Bandura's thoughts in Social Cognitive Learning Theory to create a triarchic corresponding causality framework (see Figure 2.3). As indicated by the framework, there are three components: 1) individual factors, 2) the physical and social

condition, and 3) behaviours that affect one another.

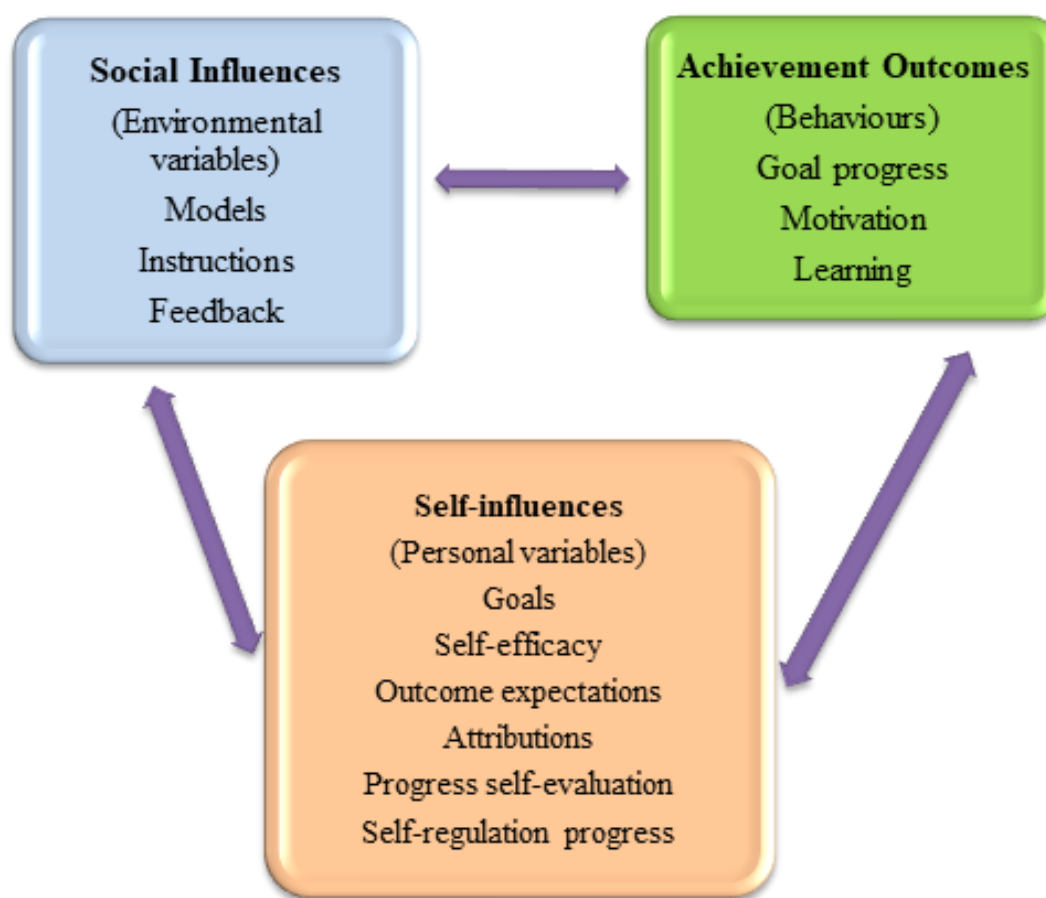


Figure 2.3. Triarchic reciprocal causality framework
note. From Woolfolk (2014, p. 429)

Theoretical Framework of the Research

A theoretical framework refers to the theory that researchers select to guide their research. A theoretical framework can also be seen as the application of a theory or a set of concepts drawn from one and the same theory to explain an event, or to shed some light on a phenomenon or research problem (Imenda, 2014, p. 189). For this research, teachers and head teachers have leadership roles whose values have the potentiality to influence the behaviour of the pupils. Under the social influences (see Figure 2.3), value-based leadership of teachers and head teachers (Models) were considered critical for the study since their behaviour as intervened by the social cognitive theory has the potential to influence pupils' citizenship traits and model their behaviour.

At the centre of social cognitive learning theory is observational learning, where pupils observe teachers' behaviour and learn values from it. It is possible for pupils to learn values, for instance integrity, honesty, and respect, because Aristotle's theory of moral education states that children have the ability to learn. On the other hand, Lickona's character education theory (1996) postulates that character that is reliant on respect and responsibility is created through a democratic learning environment, the teaching of values, and good moral behaviour of the teachers, who fill in as models. Citizenship education, which is a set of character education programmes, reinforces the values already learned by the pupils (see Figure 2.4).

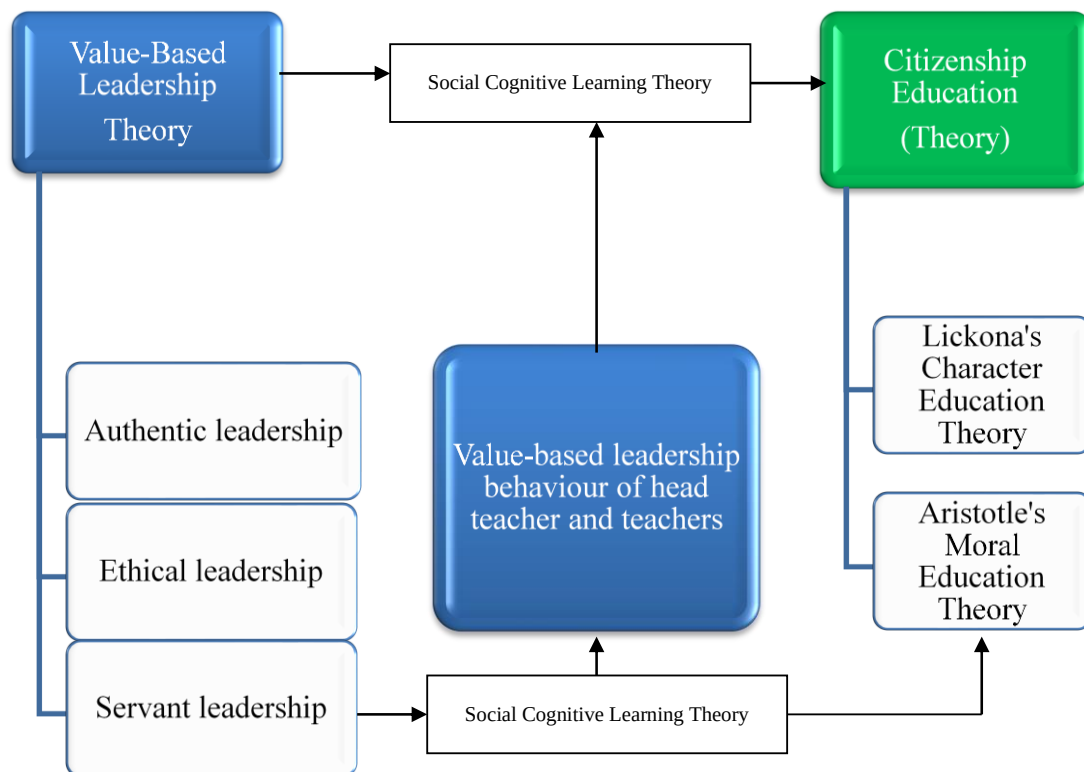


Figure 2.4. Theoretical framework for the research
 Source: Research data

In the theoretical framework (see Figure 2.4), the value-based leadership of teachers as explained in the theories seems to have some influence on the citizenship education of pupils, as illustrated in the conceptual framework (Figure 2.5). Through

modelling and teaching, pupils learn values, skills, and attitudes, which later become part of the self-regulatory skills that help them to make ethical decisions in life (self-influences), as shown in Figure 2.3.

Conceptual Framework

A conceptual framework is defined as a result of bringing together a few related concepts to explain or predict a given event or to provide a broader understanding of the phenomenon of interest or research problem (Imenda, 2014). The process of arriving at a conceptual framework is an inductive one in which individual concepts are combined to form a bigger picture of possible relationships (Imenda, 2014). In other words, a conceptual framework shows how the variables involved in the research relate to each other.

The conceptual framework for this research (see Figure 2.5) demonstrates how VBL relates to CE. As an independent variable (IV), VBL has seven (7) indicators, namely integrity, vision, trust, listening, respect, clear thinking, and inclusion. The head teacher as the leader of the primary school in which the preschool is situated is required to offer VBL, which is assumed to influence the teachers' VBL and CE. Citizenship education is the dependent variable (DV) and was measured by six (6) indicators: democracy, cooperation, tolerance, knowledge and skills, attitudes and values, and behaviour. Behaviour, as shown in the conceptual framework, is a crucial indicator depicting pupils' character formed in accordance with value-based theories, viz., Aristotle's theory, Likona's Moral Virtue theory and Bandura's social cognitive learning theory.

Aristotle's theory recognises the potential of every pupil to learn, while Likona's Moral Virtue Theory ensures that the right virtues are taught by purposely selecting what to teach, how to teach and by when. Value-based leadership theories create a conducive environment for learning, one in which both teachers and pupils are motivated, inspired

and positioned to achieve the desired outcomes. Bandura's social cognitive learning theory was used to support Aristotle's, Lickona's and the value-based leadership theories in relation to how pupils learn in the school environment. Social Cognitive Theory suggests that a child's behaviour is largely learned through observation of peers as well as through interactions with the learning environment (Bandura, 1997).

In the research framework for this study (see Figure 2.5), intervening variables that might have affected the relationship between VBL and CE were held constant, except the value-based leadership behaviour of the head teacher and the preschool teachers. This research focused on measurements of formal citizenship education done by teachers in school "[b]ecause of a lack of available data on informal and non-formal education" (Skirbekk et al., 2013, p. 12). Among other variables that the literature has found to positively influence the learning of values and pupils' character through informal and non-formal education is the family (Cirila et al., 2018). To find to what extent the value-based leadership of the head teacher and other teachers influences citizenship education, all other factors that moderate the learning outcomes according to Bandura's cognitive learning theory were held constant (see Figure 2.5).

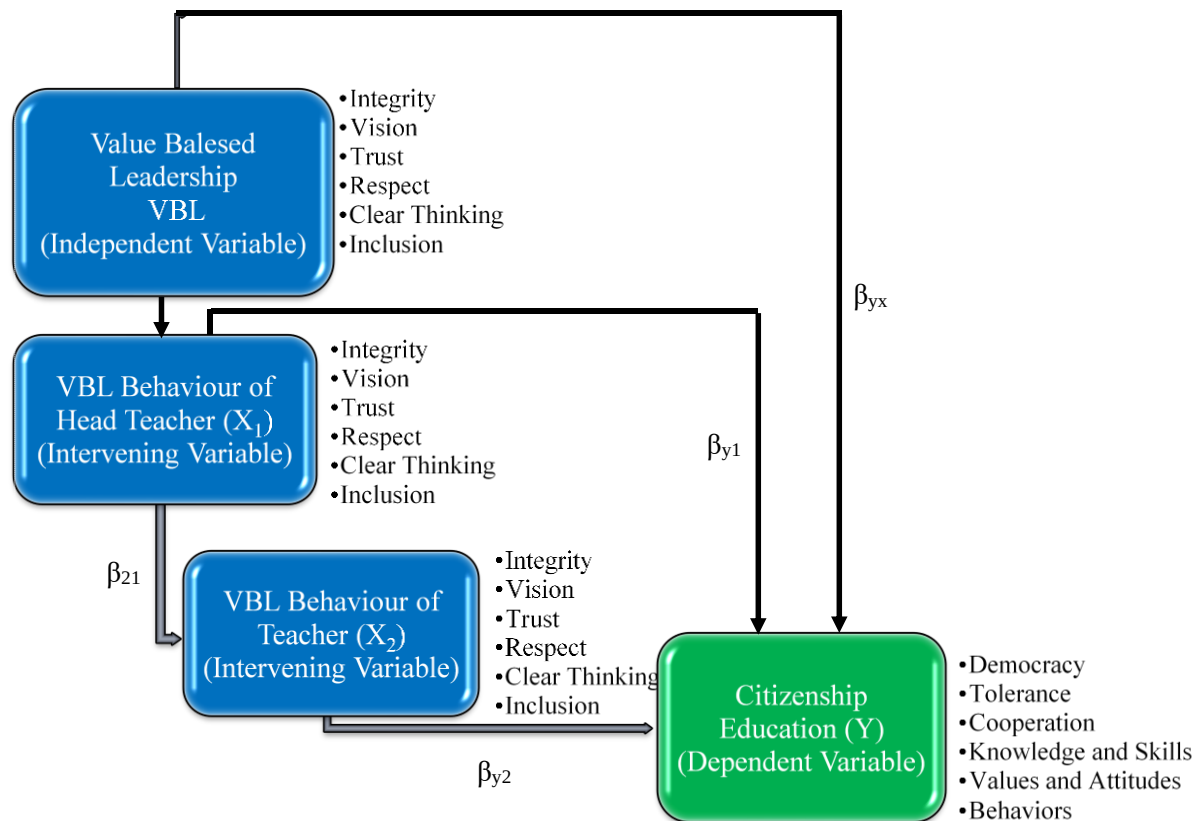


Figure 2.5. The conceptual framework for the study

Note. Taken from research data

Synthesis of Research Gaps

VBL has attracted a lot of attention because of leadership failure associated with the current influential and admired leaders in government, and in public and private institutions (Copeland, 2014). Examples of institutions in which such behaviour has been reported are Enron, Tyco International, Adelphia, Peregrine Systems, and WorldCom (Avolio & Gardner, 2005), corruption in African governments (Ngara et al., 2014), cases of mega-corruption in Kenya (Onyango, 2018), and cheating in the KNEC examinations (Munuhe, 2016).

The government of Kenya has put in place mechanisms to fight corruption, for instance taking leaders found in breach of the laws to court, but this is not enough, given that studies have shown that such leaders lack VBL qualities (Copeland, 2014). There is

need to put in place conditions that enable both leaders and followers to perform independently and effectively toward a single objective of achieving the vision and the mission of the organisation, which for Kenya may be to eliminate corruption and for this study to stop examination dishonesty. Furthermore, training of leaders in ethics and moral values is required, as these are lacking in the existing leaders, but training is not possible because the empirical data in the literature on VBL is insufficient (Copeland, 2014).

Minimal investigation of the effect of the blends of VBL in forecasting leader effectiveness have been evaluated, but further research is expected to decide whether the theories of authentic, ethical and servant leadership hold true (Copeland, 2014). Research on VBL associations in different professional positions in schools would give helpful information (Copeland, 2014). This research investigated the consistency in the practice of the head teachers' VBL and the teachers' VBL in preschools in Kajiado North. Investigations of the relationship between VBL and CE provided valuable information that helped in discussing VBL and its implications for CE in preschool institutions.

The concept of CE, and how it is fostered in preschools, remains complex (Stephen & Gadda, 2017). Investigations of how CE is conceived and fostered in schools and clarification of the ways in which the programmes help pupils become responsible citizens are needed (Stephen & Gadda, 2017). Further, there is an absence of experimental proof about teaching methods to improve citizenship behaviours and about the sustainability of any specific learning into adult life (Stephen & Gadda, 2017). Stephen and Gadda (2017) prescribe exact research that is centred on watching pupils' practices in regular settings and articulating their points of view on the decisions and difficulties they experience, their responses to encounters with others, and their creating of reactions to issues of social equity, interest, and school life.

The goal of this research was to explore the impact of the head teachers' VBL and the teachers' VBL on CE. The information gathered for this assessment was utilised to draw up the connections between VBL and CE. The quantitative information was gathered by utilising surveys that were applied to gauge the extent of VBL and CE. To gather subjective information, interviews were held with the teachers in Kajiado North to obtain their perspectives of CE, VBL and the characteristics of the pupils' behaviour. The attributes of the VBL models, the theories examined in this section, together with the discoveries in the two stages, were used to propose a VBL model for preschool institutions in Kenya. Such a model may provide a technique for establishing VBL in teachers (Copeland, 2014). Table 2.4 gives a summary of the research gaps identified in the literature review.

Table 2.4

Summary of Research Gaps

Theme	Author	Title of the study	Findings	Critique	Research gap
The practice of VBL across organisational ranks	Copeland (2014)	The emerging significance of values-based leadership	Research on VBL associations in different professional positions in an organisation was recommended.	Copeland's research dealt mainly with business organisations and left out educational institutions.	This study sought to bridge this gap by investigating the consistency in the practice of VBL between the head teachers and the preschool teachers in Kajiado North.
Leadership studies in early childhood settings	Lewis and Hill (2012)	What does leadership look like in early childhood settings	The findings show that, without skilled and committed leaders to help shape teaching and learning, the opportunity to create and sustain high-quality learning environments is minimal.	The research described the qualities of an early childhood leader but did not show the relationship between the qualities of the leader and learning outcome (CE) of the pupils	To fill this gap, the researcher conducted a study on value-based leadership and implications for citizenship education in Kenya.

Theme	Author	Title of the study	Findings	Critique	Research gap
Lack of VBL studies in everyday leadership practices	Northouse (2013)	Leadership: Theory and practice	The findings show there is “[v]ery little research on how to implement VBL in everyday leadership practices, and on the importance of values in leading organisations (Northouse, 2013, p. 423).	The experiences that depicted some practice in VBL were from business organisations. The school as an institution in which the values learnt shape character was left out.	This study filled this gap by investigating and providing the relationship between VBL and CE in preschool institutions.
The status of CE in schools	Holden (2003)	Citizenship in the primary school: Going beyond circle time	The findings show that there is very little research on CE in primary schools, especially in Africa.	Major studies on citizenship education, for instance the CIVED (1999) and ICCS (1999), left Africa out completely.	This research on value-based leadership and its implications for citizenship education in Kenya will add to the literature on CE in primary schools.

Theme	Author	Title of the study	Findings	Critique	Research gap
Citizenship education is still a complex concept	Stephen & Gadda (2017)	Nurturing citizenship in the early years	A study on how CE is conceived and fostered in schools and a clarification of the ways in which CE programmes help pupils become responsible citizens was recommended.	Most of the sources on the early years cited in the paper are from the developed world. Very few of those studies mentioned are from Africa and none from Kenya.	This research on value-based leadership and its implications for citizenship education in Kenya fills this identified gap.

Chapter Summary

In Chapter Two, VBL is defined as a goal setting, problem-solving, language-creating, and value-developing interaction, which is anchored in the organisation's values and high ethical standards. On the other hand, in the context of a preschool, CE is defined as a set of programmes that aid or enhance character building. Character building is crucial at the childhood stage because cognitive development is at its prime level.

Leadership is observed to be a powerful factor in character building; in fact, second to education. The examination in this chapter investigated VBL as a technique to affect CE in the hope that CE will positively affect pupils' character at the preschool level so that, as they advance through the school cycle, the morals and qualities gained will enable them to make the correct choices. To make the procedure transformative, the head teachers and preschool teachers should lead students through ethics, qualities, and morals.

The characteristics of value-based teachers were discussed under the theories of VBL. In the ethical theory of leadership, the head teacher uses leader power by serving teachers and pupils, developing a school vision that incorporates teachers' and pupils' input and needs, acting consistently in terms of the expected values, offering effective communication, and developing teachers' skills and competencies through coaching, mentoring, and training. Servant leadership theory was found to enhance these characteristics.

In authentic theory, the head teacher as the leader of the primary school in which the preschool is located is expected to trust the preschool teachers as leaders in the classroom, display organisational commitment, be patriotic and show high levels of citizenship behaviour, form excellent teams and realise firm financial performance. These characteristics will help the head teacher to offer a service that promotes authentic followership.

The last part of this chapter described the theories that guided the research under the conceptual and theoretical frameworks. Aristotle's theory expresses that pupils can possibly learn values, while Likona's theory of character building recommends that the educating and learning of citizenship education ought to be purposive, with the promise to inculcate the correct values. The transformational leadership style was found to enhance the theories of VBL. Transformational and value-based head teachers motivate their teachers and build up their individual development and potential to be leaders. Through idealised influence, the head teachers ought to be visionary and set exclusive expectations to be emulated. This helps to build confidence in the teachers. Social Cognitive Learning Theory helps to explain how pupils develop and how their behaviours are interlinked with their own selves and the influences they receive from the environment. In this theory, emphasis is on observational learning, in which pupils observe and imitate teachers.

In the last section, which is the synthesis of gaps, the literature indicates areas that require further investigation. These incorporate a lack of empirical data to be used for the training of leaders who lack VBL qualities; the absence of VBL connections at various rank levels in the institution; further investigation on how CE is conceived and fostered in schools and a clarification of the ways in which the programmes help pupils become responsible citizens; an absence of observational proof for teaching methods to improve the teaching of CE, the development of pupils' character and ways of sustaining such procedures throughout the school cycle and into adulthood.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter begins with a description of the theory of knowledge that guides this research. It then presents the research design, population, sampling techniques, the procedures for collecting and analysing data, the reliability and validity of the research instruments, and ethical considerations. The chapter concludes with a summary of what was discussed.

Research Paradigm

A paradigm is a logical style of thinking (Kuhn, 1962), which in educational research is used to describe the researcher's worldview (Mackenzie & Knipe, 2006). According to Kivunja and Kuyini (2017, p. 26), "[t]his worldview is the perspective, or thinking, or school of thought, or set of shared beliefs, that informs the meaning or interpretation of research data".

For researchers, a paradigm is a group of convictions and beliefs that, in a specific order, determine what ought to be examined, how research should be done, and how results should be interpreted (Bryman & Bell, 2015). Paradigms are contradicting perspectives or conviction frameworks that are an impression of, and control, the choices that researchers make.

Paradigms as used in research have many perspectives, and each is used depending on the context and the objective of the research (Shannon-Bake, 2016). Some of the perspectives of a paradigm as used by researchers include: "a way to summarise researchers' beliefs about their efforts to create knowledge" (Morgan, 2007, p. 50), mental models or stances (Greene & Hall, 2010; Maxwell & Mittapalli, 2010), or "systems of

beliefs and practices that influence how researchers select both the questions they study and methods that they use to study them” (Morgan, 2007, p. 49).

This study incorporated a mixed-methods approach that utilised a pragmatic paradigm (Creswell & Plano Clark, 2011). The literature identifies a pragmatic paradigm as “the best paradigm” for mixed-methods research (Teddlie & Tashakkori, 2009, p. 99). From a pragmatic worldview, research focuses more on the research question and how to find the answers, than on the theory behind how knowledge is created (Creswell, 2014; Wilson, 2010).

Pragmatists are practical people who perceive that there are various methods of interpreting the world and undertaking research, that no single perspective can ever give the whole picture, and that there may be numerous veracities (Saunders, Lewis, & Thornhill, 2012). Researchers who opt for this approach connect the purpose of the research directly to the research questions (Creswell, 2012a) and believe the best answers are found through multiple methods (Creswell, 2014).

This research embraced a pragmatic worldview in its philosophical framework in order to assess the practice of VBL by the head teachers, assess the extent to which CE is implemented by teachers, and establish relationships between VBL and CE in preschools in Kajiado North. The pragmatic option allowed for a mixed-methods approach to the design of the study, engaging both qualitative and quantitative approaches (see Table 3.1).

Table 3.1

Framework for the Pragmatic Application of this Research

Objective	Hypothesis	Research questions	
		Quantitative	Qualitative (follow-up)
1. To examine the relationship between the VBL of head teachers and the VBL of preschool teachers in Kajiado North.	H ₀ 1: There is no significant relationship between the VBL of head teachers and that of the preschool teachers in Kajiado North.	1. What is the relationship between the VBL of the head teachers and the VBL of the preschool teachers in Kajiado North?	1. What does VBL mean to the head teachers and preschool teachers in Kajiado North?
2. To investigate the relationship between the VBL of head teachers and CE in preschools in Kajiado North.	H ₀ 2: The head teachers' VBL has no influence on CE in preschools in Kajiado North.	2. What effect does the VBL of the head teachers have on CE in preschools in Kajiado North?	2. How is the concept of CE perceived by the head teachers in preschools in Kajiado North?
3. To investigate the relationship between the VBL of preschool teachers and CE in Kajiado North.	H ₀ 3: The teachers' VBL has no influence on CE in preschools in Kajiado North.	3. What influence does the VBL of the preschool teachers have on CE in preschools in Kajiado North?	3. In what ways is CE delivered and how is the concept of CE perceived by the preschool teachers in Kajiado North?

Research Design

An exploratory structure that best answers the research questions should be adopted (Gelling, 2014, p. 6). This study utilised the explanatory sequential design, “which involves a two-phase project in which the researcher collects quantitative data in the first phase, analyses the results, and then uses the results to plan (or build on to) the second, qualitative phase” (Creswell, 2014, p. 274) (see Figure 5). An explanatory sequential design is a mixed-methods approach that provides advanced knowledge to the issue being explored and inquired about, rather than utilising one of the strategies separately (Caruth, 2013; Creswell, 2014; Frels & Onwuegbuzie, 2013; Hong & Espelage, 2011).

In the quantitative period of the exploration, review information was inspected from a quantitative methodology with attention paid to learning originating from the viewpoints of the teachers on VBL, CE, and the character development of the pupils (Crotty, 1998). The information consolidated from the interviews was inspected from a subjective point of view, where knowledge was gained through an understanding of the reactions to the inquiries that feature the importance and sense-making as presented by the teachers (Crotty, 1998).

The pragmatic framework was found to be an appropriate worldview for this study because it allowed for an understanding of the results collected from the quantitative and qualitative phases and provided a reasonable platform for evaluating the research questions from multiple viewpoints (Creswell, 2014). In addition, an explanatory sequential design was easy to use, and enabled the researcher to specifically pinpoint data that was relevant to the specific research questions (Almalki, 2016, p. 293).

The overview of the research gaps, purpose, objectives, and the research questions (see Table 3.1), and the explanatory sequential design (see Figure 3.1), illustrate how the philosophy of pragmatism was adopted and applied in this research.

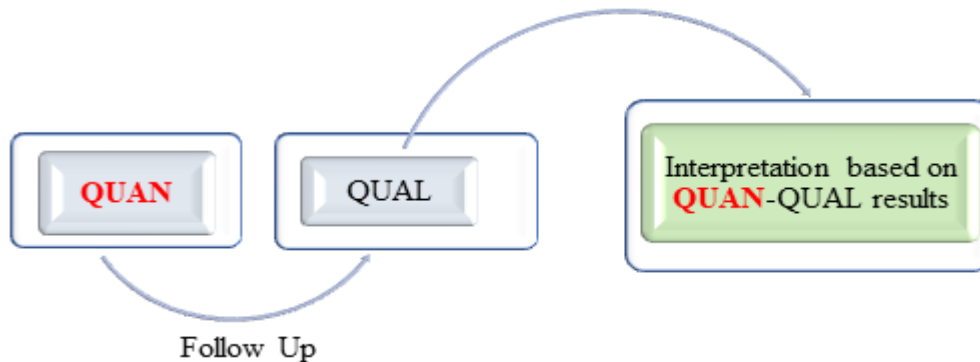


Figure 3.1. Research design

Note: From Creswell and Plano Clark (2007)

The Population

This research was conducted in the Kajiado North constituency of Kajiado County. The Kajiado North constituency has five wards with a total of 12 locations, as per the Independent Electoral and Boundaries Commission (IEBC) (2017), as shown in the map in Appendix III. There are 202 registered primary schools spread across the 12 locations (ShuleZote, 2018). The number of registered preschools “is slightly more than 150 of which 14 are public”, as reported by the education officer at Ngong sub-county education office in a telephone interview. The exact figures were not available at the time of the research.

The sample was drawn from a population of 150 preschools and only those that belonged to and were housed in the same compound as the primary school were used. The reason for this was to allow a head teacher to be paired with a preschool teacher and taken as a case in the study. The pairing did not only permit the researcher to establish connections between the head teacher’s VBL and that of the preschool teacher, but also

enabled the consistency in the practice of VBL in the two ranks (teacher, head teacher) to be tested.

Table 3.2

The Distribution of Respondents in the Population

Category of respondents	Size of population (N)	Size of population (N)	
		Calculated (n)	Target (n)
Head teachers	150	49.3	50
Preschool teachers	150	49.3	50
Total	300	98.6	100

Note. Research Data.

The Sample Size

The distribution of respondents for the quantitative part of the study appears in Table 3.2. It was expected from the exploration that there were 150 head teachers, as indicated by the number of enrolled primary schools including preschools inside a similar compound in Kajiado North. While time and factors like finances were limiting factors that informed the number of schools in the sample, the 50 schools taken as a sample for this study were adequate to meet the standards in terms of a margin of error of 5% at the 5% level of significance (Bryman, 2012; Kothari, 2004, p. 179; Kothari & Garg, 2014). The computation that gave 50 schools as the target population was done as explained in the following paragraph.

Taking a 95% level of confidence and a margin of error of 5%, the sample size for the target population was computed using the formula:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + z^2 \cdot p \cdot q} \quad \text{where}$$

n = sample

z = standard score,

p = confidence level,

$q = 1 - p$,

e = acceptable error, and N = size of the population (Kothari, 2004, p. 179).

This computation gave the sample size (n) for the target population in the distribution (see Table 3.2). Although a sample size of 50 appears low when compared with the population of 150 preschools, the number of respondents was 100, since a preschool teacher was paired with the head of the primary school (50 teachers, 50 head teachers). To get all the questionnaires filled by the 100 respondents, some time and financial resources were required. The fifty (50) schools selected did not compromise on the quality of results, since a margin of error of 5% was maintained at a 95% level of confidence. In the second phase, eight (8) interviewees were intentionally chosen from head teachers and preschool teachers in both public and private schools. Purposive selection is utilised when a different view is fundamental, or if the perspective of specialists in a specific field is the point of inquiry.

In this research, the perspectives of head teachers and preschool teachers were required to clarify the questions that emerged from the first phase of the study. The determination of participants was based on factors such as gender, the type of school – private or public, rural, or urban, sponsored by an interested group or not, and so on. The reason why many school attributes were included in the sample used is that samples without representativeness may not be a dependable source to draw inferences about the population (Bryman, 2012).

Sampling Procedures

The data collection was done in two distinct phases, “with rigorous quantitative sampling in the first phase and with purposeful sampling in the second, qualitative phase” (Creswell, 2014, p. 274). For the quantitative part, the respondents were the head teachers and preschool teachers, making the population from which the sample was drawn heterogeneous (Kothari, 2004).

In stratified sampling, the population is divided into several sub-populations that are individually more homogeneous than the total population (Kothari, 2004, p. 62). One of the gaps this study tried to fill was to research the consistency in the practice of VBL between head teachers and preschool teachers. The head teachers' and teachers' responses were combined for this to be accomplished, which means that one head teacher and one preschool teacher were matched per school.

The simple stratified sampling technique was used to form two equal sub-populations, namely (1) head teachers, and (2) preschool teachers. To select the 50 schools, simple random sampling that gave each school an equivalent chance of being chosen was utilised. The schools were chosen from the five regulatory wards, namely Ngong, Olkeri, Oloolua, Ongata Rongai, and Ngaimurunya (IEBC, 2017). The synopsis of the private and public schools from which the quantitative information was gathered is given in Table 3.3.

Table 3.3

The Distribution of Respondents in the Strata

Type of school	Target population	Calculated strata	Sample size (n)
Private	136	45.3	45
Public	14	4.6	5
Total	150	49.9	50

Source. Research Data

This research incorporated several preschools in Kajiado North. A review of the sample size of case studies in recent research shows that “the benefits of a multi-case study will be limited if fewer than, say, 4 cases are chosen, or more than 10...” (Gentles, Charles, Ploeg, & McKibbin, 2015, p. 1783). For the qualitative phase, eight (8) interviews were organised with teachers to capture their perceptions of CE, VBL and the characteristics of pupils' behaviour.

Types of Data

There are two fundamental sorts of information in research: essential information (primary data), which is initially obtained from participants and has not been documented before, and optional information (secondary data), which has been gathered by another person and has gone through measurable procedures (Kothari & Garg, 2014).

This research produced primary data through surveys in which teachers' perspectives were used to measure the extent to which VBL is practised. The responses to the questionnaires were employed to establish the extent to which CE was implemented. In addition, the interviews captured the conceptions of VBL and CE in the teachers' own words, and reflects their beliefs and feelings, which helped during the interpretation of the relationship between VBL and CE.

Data Collection Methods and Analysis Procedures

Quantitative Methods

Quantitative research is defined as “a research strategy that emphasizes quantification in the collection and analysis of data” (Bryman, 2012, p. 35). It is a means of testing objective theories by examining the relationships among variables (Bhattacharjee, 2012; Polit & Hungler, 2013). Flick (2014) and Rahman (2016) perceive the quantitative research technique to be a more vigorous and widely used method owing to its ability to yield valid, more consistent, credible, and generalisable outcomes.

Collection of Data

In the first phase, quantitative techniques were applied to collect primary data from the head teachers and the preschool teachers. Different techniques are utilised in gathering essential information, some of which are observation, interviews, questionnaires,

schedules, warranty cards, distributor audits, pantry audits, consumer panels, mechanical devices, projective techniques, and depth interviews (Kothari & Garg, 2014).

The observation method eliminates subjective bias, relates information obtained to what is currently happening, is independent of respondents' willingness to participate and, as such, is relatively less demanding of active cooperation on the part of respondents as happens in the interview or the questionnaire method. For this research, the observation strategy was not picked because it is very expensive and the information observed is very limited, unlike that generated by questionnaires and schedules.

The observation technique was unrealistic as the area was not inside the researcher's area. When a study is within the work environment of the researcher, the observation method can be chosen on the grounds that it is convenient and may not require much money to conduct (Bryman, 2012; Creswell, 2014).

Questionnaires are cheap to use, but the rate of return is low. Schedules are more expensive due to the additional cost of training and facilitating enumerators to conduct the research on behalf of the researcher. Schedules are better than questionnaires because, apart from an increased rate of return, the researcher or the enumerators can observe salient data from the respondents while the schedules are filled. Other forms, for example warranty cards, distributor audits, pantry audits, consumer panels, mechanical devices, and projective techniques (Kothari, 2004) are popular with research dealing with consumer goods.

The researcher decided on questionnaires and schedules because they were the most appropriate methods of collecting data at the time. Questionnaires were used to gather information from the 50 selected schools in Kajiado North (see Table 3.3). Questionnaires were chosen as tools to collect quantitative data because they are less

expensive compared to other methods, generate huge data within a short time, are free of bias from the questioner – answers are given in the interviewees’ own words, and interviewees have enough time to make very considered replies, and questionnaires are a means of conveniently reaching respondents who are not easily approachable (Kothari, 2004, pp. 100-101).

To manage the collection of data from all the targeted respondents on time, six (6) qualified enumerators were engaged at a cost. Ethical considerations were discussed, and the enumerators gave their consent to participate in the research. The researcher introduced the enumerators through letters of authorisation from various institutions, which included PAC University, NACOSTI and the office of the County Commissioner and County Director of Education in Kajiado. All the selected respondents were requested to complete the questionnaires and return them to the enumerators.

Instruments

For the quantitative part, a survey aided by a value-based leadership questionnaire developed by Garg and Krishnan (2003, p. 14) was used to measure the VBL of the teachers and head teachers. The VBL questionnaire is a tested tool, with a Cronbach’s alpha of .98, and was used to measure the extent to which the head teachers and preschool teachers practised value-based leadership in their respective schools.

The VBL questionnaires have 20 items capturing all the constructs of authenticity, ethics, morality, and service. A participant was required to respond to the characteristics of leadership exhibited by the head teacher (teacher’s questionnaire) and those exhibited by the teacher (head teacher’s questionnaire). Participants were required to check (✓) the most appropriate response according to a five-point Likert scale, with 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Most of the time, and 5 = All the time (see Appendix I).

A new tool to measure CE was developed using the results of the review paper on the teaching of CE in schools (Deakin, Coates, Taylor, & Ritchie, 2004, p. 35), the indicators of global citizenship education (Skirbekk et al., 2013, p. 8), and the assessment rubrics contained in the proposed Kenyan preschool curriculum (KICD, 2017). Most of the components of GCE at the societal and receiver levels were considered. Some of the questions from the survey questionnaire developed by Chi et al. (2006, p. 31) to measure the citizen behaviour of pupils were incorporated into the CE questionnaire. The CE questionnaire has 21 items, for which a participant is expected to respond by checking (✓) the most appropriate response on a scale of 1 to 5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree (see Appendix I).

Reliability of the Instruments

Every one of the instruments referenced was subjected to a reliability test to check for the internal consistency of the questions. Internal consistency refers to the level of consistency or exactness with which an instrument measures the trait it has been intended to gauge (Polit & Hungler, 2013). The questions included in the questionnaires estimated the levels of the constructs associated with the variables VBL and CE.

A pilot study (pre-test) was carried out to gather data, which was entered into SPSS and the Cronbach's alpha (α) acquired was taken as a measure of the interior consistency of the questionnaire. SPSS generates the reliability measure of the questionnaire, called the Cronbach's alpha (α), where $\alpha \geq .7$ is considered a good measure of reliability (Kothari & Garg, 2014). In addition, Keith (2014) affirms that a good instrument should produce consistent results when used over time or when used in various locations in the same context.

The pretesting of the questionnaires was done before the actual research was conducted. Pretesting of the instruments was done with a small sample of respondents to check some aspects of the survey questionnaire. According to Converse and Presser (1986), pretesting of the questionnaires is an important way to pinpoint problem areas, reduce measurement errors, reduce respondent burden, determine whether the respondents are interpreting the questions correctly, and ensure that the order of the questions does not influence the way the participants respond. Put simply, pretesting is a way of checking if the questionnaires are working properly.

Pretesting of the questionnaires was done with a pilot study group that incorporated eight (8) preschools, giving 16% of the targeted population of fifty (50) schools. The recommended percentage for a sample size that should be engaged in a pilot test is 10% to 20% of the target population (Simon, 2011), hence the eight schools met the requirement. The head teacher and one of the preschool teachers in each of the eight schools were requested to complete the questionnaires.

All sixteen (16) participants completed the questionnaires and returned them to the researcher. The questionnaires were analysed to check the internal consistency of each question (item) using SPSS 25. The outputs from the analysis were studied and, for each scale, the following observations were made:

Head Teacher's VBL Questionnaire. Reliability analysis carried out on the perceived levels of VBL was measured using seven indicators, viz. integrity (four items), vision (two items), trust (three items), listening (two items), respect (three items), clear thinking (two items), and inclusion (four items). The average value of Cronbach's alpha (α) for the questionnaire based on the 20 items reached .83 (see Table 3.4).

Table 3.4

Cronbach's Alpha for the Head Teacher's VBL Questionnaire

Reliability statistics		
Cronbach's alpha	Cronbach's alpha based on standardised items	No of items
.833	.813	20

Alpha (α) values greater than or equal to .7 are acceptable, hence the reliability of the head teachers' VBL questionnaire was accepted (Babbie, 2004). All the items were found fit because, if deleted, it would decrease the value of alpha, except for items 4 and 20, which would increase each value to .86 (see Appendix VI-2). Since the VBL questionnaire is a tested tool with a Cronbach's alpha of .98 (Garg & Krishnan, 2003, p. 14), all the items were retained.

Teachers' VBL Questionnaire. A similar analysis was done to determine the internal consistency of the teachers' VBL questionnaire using the same indicators and the same number of items as in the head teachers' VBL questionnaire. The Cronbach's alpha (α) was .88, as shown in Table 3.5.

Table 3.5

Cronbach's Alpha for the Teachers' VBL Questionnaire

Reliability statistics Cronbach's alpha based on		
Cronbach's alpha	standardised items	No. of items
.880	.879	20

Again, items 4 and 20 appeared problematic since the respective values of α would each increase to .89 if deleted (see Appendix VI-3). The two items were retained because the VBL questionnaire had been used in other studies and found to be reliable (Garg & Krishnan, 2003).

Citizenship Education Questionnaire. The perceived levels of CE were measured using six indicators: democracy (two items), tolerance (two items), cooperation (three

items), knowledge and skills (five items), values and attitudes (four items), and behaviour (five items). As shown in Table 3.6, the average value of Cronbach's alpha (α) for the 21 items was .85, which was accepted. Values of alpha (α) $> .7$ are acceptable when testing for internal consistency (Bryman & Cramer, 1990; Field, 2005). The value of alpha (α) would increase to .88 if items 5, 20 and 21 were deleted, but these items were retained because the increase in alpha (α) was not significant, that is the correlations for the three specific items were all below 0 ($r < 0$). Details of the reliability analysis are attached (see Appendix VI-4). The researcher then conducted the research after ascertaining the reliability of the instruments.

Table 3.6

Cronbach's Alpha for Citizenship Education Questionnaire

Cronbach's alpha	Reliability statistics	
	Cronbach's alpha based on on standardised items	No. of items
.854	.855	21

The reliability of .85 compares well with that of the civic questionnaire developed by Chi et al. (2006, p. 21), of which the reliability ranged from .60 to .80 across the indicators. The civic questionnaire was used in the same context as in this study. Some of the indicators were incorporated into the CE questionnaire (see permission to include the indicators in the appendices section).

Validity of the Instruments

Validity is connected to the precision of the data that is obtained in the gathering stage or given out as a report after the investigation. Validity is considered as the degree to which an instrument estimates what is normal and what it professes to gauge (Punch, 2014). For the instrument to be considered valid, it should measure all variables represented in the conceptual framework (content validity), and the measures should conform to the ideals described in the theoretical framework (construct validity), as

explained by Bryman (2016). The questions used in the VBL and CE questionnaires were described in the literature review and explained in the section on the theoretical and conceptual frameworks. The information collected from the pilot study was applied in testing the content validity of the instruments.

Content validity is the degree to which an estimation instrument adequately includes the theme under examination (Kothari & Garg, 2014). Assurance of content validity should be possible by a board of people who pass judgement on how well the estimation instrument satisfies the guidelines, since there is no numerical method to express it (Kothari & Garg, 2014). The results from the pilot study showed inclusion of all the indicators of Value-based leadership and of citizenship education. The measurements from the questionnaires per indicator varied slightly from each another - an indication of the instruments' potential to measure the constructs they were intended to measure (Creswell, 2014, p. 207; Heale & Twycross, 2015). After confirming the reliability and validity of the research instruments, the researcher went to the field to collect data from the 100 targeted respondents. The following table (see Table 3.7) shows how the study variables were operationalised.

Table 3.7

Operationalisation of the Study Variables

Construct	Type of variable	Operational variable	Supporting literature	Measurement scale	Level of measurement	Questionnaire items
Value-based leadership (Garg & Krishnan, 2003; O'Toole, 1995)	Independent	Integrity	Frew et al. (2014); Smith (2014)	Five-point Likert scale	Ordinal / ratio	Q1 – Q4
		Vision	Day and Sammons (2016); Mihelič et al. (2010)	Five-point Likert scale	Ordinal	Q5 – Q6
		Trust	Mihelič et al. (2010)	Five-point Likert scale	Ratio	Q7 – Q9
		Listening	Spears (2010)	Five-point Likert scale	Ordinal	Q10 – Q11
		Respect	Hughes, Beatty, & Dinwoodle (2014)	Five-point Likert scale	Ratio	Q12 – Q14
		Clear thinking	Bass and Bass (2008); Day and Sammons (2016)	Five-point Likert scale	Ordinal	Q15 – Q16
		Inclusion	Garg and Krishnan (2003)	Five-point Likert scale	Ordinal	Q17 – Q21

Construct	Type of variable	Operational Variable	Supporting Literature	Measurement Scale	Level of Measurement	Questionnaire Items
Citizenship education (Skirbekk et al. (2013))	Dependent	Quality of democracy	Skirbekk et al. (2013)	Five-point Likert scale	Ordinal / Ratio	Q1 – Q2
		Tolerance	Skirbekk et al. (2013)	Five-point Likert scale	Ordinal / Ratio	Q3 – Q4
		Cooperation	Skirbekk et al. (2013)	Five-point Likert scale	Ordinal / Ratio	Q5 – Q7
		Knowledge and skills	Skirbekk et al. (2013)	Five-point Likert scale	Ordinal / Ratio	Q8 – Q12
		Values and attitudes	Skirbekk et al. (2013)	Five-point Likert scale	Ordinal / Ratio	Q13 – Q16
		Behaviour	Chi et al. (2006); Westheimer and Kahne (2004)	Five-point Likert scale	Ordinal / Ratio	Q17 – Q21

The returned questionnaires were scrutinised for completeness and analysed with the help of SPSS 25.

Analysis and Interpretation of Quantitative Data

The average scores of all indicators in each variable (described in the instruments section) were taken to indicate the levels of VBL and CE. Microsoft Excel version 2019 was used to generate mean scores for all pointers of the variables indicated in the conceptual framework, and to produce tables and figures. The mean scores labelled as ordinal or ratio in Table 3.7 were transferred to SPSS for further analysis.

Descriptive statistics such as mean (M) and standard deviation (SD) were obtained using the Statistical Package for Social Sciences (SPSS) for Windows version 25.0. The interpretation of the mean scores was done using the interpretation scale developed by Nunnally and Bernstein (1994, cited in Mansor, Sivavikaraman, Izham, & Razak, 2018, p. 1401) – see Table 3.8.

Table 3.8

Interpretation of VBL Levels

Mean score (M)	Interpretation
1.00 to 2.00	Low
2.01 to 3.00	Moderately low
3.01 to 4.00	Moderately high
4.01 to 5.00	High

To establish relationships between VBL and CE, inferential statistics were utilised. In correlation analysis, the correlation coefficient value (r) shows the strength of the relationship between the dependent (CE) and the independent variable (VBL), while the sign of r specified the direction of the relationship. The interpretation of (r) was done utilising Cohen's (1988) scale (see Table 3.9).

Table 3.9

Interpretation of Correlation Coefficients

Correlation coefficient (<i>r</i>)	Interpretation
± 0.01 to ± 0.29	Low positive/Low negative
± 0.30 to ± 0.49	Moderate positive/Moderate negative
± 0.50 to ± 1.00	High positive/High negative

Source: Cohen (1988)

In multiple regression analysis, the coefficient of determination (R^2) is used to determine the percentage of the dependent variable (CE) explained by the independent variable (VBL).

Testing of the Assumptions of Multiple Linear Regression

The results of the multiple regression analysis can be relied upon when the data used conform to preliminary tests, which include the test for linearity between the independent variables and the dependent variable, the test for normality, the test for multicollinearity, the test for autocorrelation, and the test for homoscedasticity (Kothari, 2004).

To generate accurate results, as suggested by Kothari (2004), the assumptions of multiple linear regression were tested before fitting the variables – the VBL of the head teachers (X_1), the VBL of the teachers (X_2), and CE (Y) – in the regression model. Y was taken to be the independent variable of the study, while X_1 and X_2 were the dependent variables. The mean scores of the three variables, X_1 , X_2 , and Y , were entered in SPSS 25. The tests to confirm if the variables could be fitted in a linear regression model were as listed in the previous paragraph.

Test for Linearity. The assumption of linearity was tested with scatter diagrams, where the values of all the predictor variables (X_1 , X_2) and the corresponding values of the outcome (Y) were analysed using SPSS 25. This step was necessary because, if the

relationship was not linear, the predictions of CE (Y) would be biased and lead to inaccurate estimates (Hickey, Kontopantelis, Takkenberg, & Beyersdorf, 2019, p. 3). According to Hickey et al. (2019), this test is confirmed if the P-P plot depicts points clustering around a line of best fit with a positive gradient.

Test for Normality. The assumption of normality was checked by plotting the residuals against the predicted values of CE (Y). The test for normality is important in regression analysis because, if not checked, the results obtained may be misleading (Osborne & Waters, 2002). This test was checked with a histogram, with a bell-shaped graph shows compliance with normality (Maverick, 2018).

Test for Multicollinearity. Multicollinearity refers to the presence of correlations between the independent variables (Williams, Grajales, & Kurkiewicz, 2013). High correlations between predictor variables ($r \geq .7$) lead to multicollinearity and a unique least squares solution to a regression analysis that cannot be computed (Field, 2009). Also, multicollinearity bloats the standard errors and confidence intervals, leading to unsteady estimates of the coefficients for individual predictors (Williams *et al.*, 2013). Correlations between predictor variables (X_1, X_2) were used to check the assumption, in terms of which values of $r \geq .7$ would indicate the presence of multicollinearity (Field, 2009).

Test for Autocorrelation. Autocorrelation is a term commonly used to refer to the dependence of error terms (Osborne & Waters, 2002). Autocorrelation is a problem because it inflates the significance results of coefficients by underestimating the standard errors of the coefficients (Osborne & Waters, 2002). If not checked, hypothesis testing will lead to incorrect conclusions (Hickey et al., 2019). First-order autocorrelations of error terms can be tested using the Durbin Watson (DW) test, which gives coefficients on a scale of 0 to 4. DW values between 1.5 and 2.5 indicate the absence of autocorrelation. DW values below 1.5 show positive autocorrelation, while those above 2.5 indicate

negative autocorrelation (Williams *et al.*, 2013). The DW value was used to test for autocorrelation.

Test for Homoscedasticity. Homoscedasticity refers to the uniformity in the variance of errors across all predictor variables (Hickey *et al.*, 2019). According to Field (2005), when the variances of errors across all predictor variables fluctuate, heteroscedasticity occurs. Heteroscedasticity – the opposite of homoscedasticity – causes severe biases in findings and can seriously weaken the analysis, thus increasing the possibility of a Type I error (Hickey *et al.*, 2019). To test for homoscedasticity of variances in X_1 and X_2 , a plot of the standardised residuals (the errors) versus the regression standardised predicted value (Y) was examined. A uniform spread of residuals from the mean confirms the homoscedasticity of the variances (Hickey *et al.*, 2019).

A multiple linear regression model was chosen, since two independent variables (X_1 , X_2) and one dependent variable (Y) were involved. According to Williams *et al.* (2013), multiple regression is used when there are more than one predictor variables and one response. After testing the assumptions of multiple regression, the next step was to process the data. Before entering the data into Excel spreadsheets for processing, the questionnaires were checked for completeness and, after processing, outliers were removed to clean the data. The processing stage considered 45 cases with pairs (X_1 , X_2), which incorporated 90 cleaned questionnaires. The mean scores of X_1 , X_2 and Y for the 45 cases were entered into SPSS 25. The mean scores were used to fit the variables in the model.

Analysis of Relationships Using Linear Regression Model

This research was designed to analyse the relationships between the dependent and independent variables using the multiple regression model. The relationships between the three variables were presented in two substructures following path analysis, as shown in

the conceptual framework (see Figure 2.4). Substructure 1, which is the overall model, relates the three variables, X_1 , X_2 and Y , to each other, while substructure 2 relates only X_1 and X_2 .

Substructure 1. This was the overall model and was expressed as:

$$Y = a_0 + \beta_{y1}X_1 + \beta_{y2}X_2 + \epsilon_y$$

where:

Y	=	Dependent variable (citizenship education)
a_0	=	Constant term
X_1	=	Independent variable (VBL of head teachers)
X_2	=	Dependent variable (VBL of teachers)
β_{y1}	=	Coefficient of variable X_1
β_{y2}	=	Coefficient of variable X_2
ϵ_y	=	Error term

The results of the linear regression model were interpreted using the coefficient of determination (R^2), which showed the percentage of CE explained by the combined effect of the VBL of the head teachers and the preschool teachers. The coefficients β_{y1} and β_{y2} , also known as the path or standardised coefficients, were used to show which predictor variable between the head teachers' VBL and the teachers' VBL had a higher effect on CE. ϵ_y is a constant that represents other factors affecting CE not tested by this research.

Analysis of variance (ANOVA) was run to test if the results would be statistically relevant. The p value from the ANOVA, if found to be less than the alpha value (α), would imply that the results are significant. Again, if two variables are directly related, it is anticipated that these two variables have a unidirectional relationship whose test is controlled by the F -statistic, which is obtained in SPSS. The regression model is figured as

linear if $F_{\text{calculated}} \leq F_{\text{table}}$ (Setyaningsih, 2017, p. 6). The F -statistic was used to test hypotheses H₀₂ and H₀₃.

Substructure 2. As shown in the conceptual framework, this structure connected the VBL of the head teachers to that of the preschool teachers and related them as:

$$X_2 = a_1 + \beta_{21}X_1 + \epsilon_2$$

where:

X_1 = Independent variable (head teachers' VBL)

a_1 = Constant term

X_2 = Dependent variable (teachers' VBL)

β_{21} = Coefficient of variable X_1

ϵ_2 = Error term

Again, the coefficient of determination (R^2) was used to show the percentage of teachers' VBL explained by the VBL of the head teachers. The consistency of the practice of VBL in the two ranks of teachers was confirmed using Spearman's rho correlation coefficients, which utilised pairs (X_1 , X_2) of the seven indicators of VBL. Consistency in the practice of VBL was confirmed when a strong correlation ($r_s > .7$) and a significant value ($p < .001$) were obtained (Yue, Pilon, & Cavadias, 2002). The two variables, X_1 and X_2 , were confirmed to be consistent as they were found to be strongly correlated, $r_s(N-1) > .7$, $p < .001$, where $N-1$ is the degrees of freedom (Yue et al., 2002).

To find if the consistency in the practice of VBL was significant between the two ranks of teachers, the paired sample t -test was utilised. According to Maverick (2018), a paired sample t -test is used when two samples are involved and the values for each sample are collected from the same individuals (that is, everyone gives two values, one for each of the two groups), or the samples come from matched pairs of individuals. In this

dissertation, the VBL of the teachers was matched with the VBL of the head teacher (X_1 , X_2).

The paired samples *t*-test was used to test hypothesis H_{01} . This *t*-test was meant to determine if there was a difference in the mean scores of teachers' VBL and head teachers' VBL. The assumptions of the *t*-test were checked before testing the hypothesis. According to Maverick (2018), the assumptions of the *t*-test are: 1) The scale of measurement applied to the data collected follows a continuous or ordinal scale; 2) The data is collected from a simple random sample that is a representative portion of the total population; 3) A plot of the data should result in a normal distribution – a bell-shaped distribution curve; 4) A reasonably large sample size is used; and 5) Homogeneity of variance is assumed – a variance exists and the standard deviations of the two samples are approximately equal. The hypothesis under the *t*-test is rejected if the *p*-value is less than the alpha value (α) (Creswell, 2014; Kothari, 2004).

The two substructures were guided by the research questions and the corresponding hypotheses. Substructure 2 tested the consistency in the practice of VBL in the two ranks of teachers, as stated in the first question and hypothesis H_{01} , while substructure 1 investigated the influence of VBL on CE, as outlined in questions two and three, and hypotheses H_{02} , H_{03} . All the statistical constants, such as a , β , p , R^2 , t , and F were obtained from SPSS and interpreted as shown in Table 3.10.

Tables and figures are used in Chapter Four to clarify the constants and present the actual results of this research.

Table 3.10

Summary of Model Analysis and Interpretation

No.	Research objective	Hypothesis	Regression model analysis	Interpretation
1	To examine the relationship between the VBL of the head teachers and the VBL of the preschool teachers in Kajiado North	H ₀₁ : There is no significant relationship between the VBL of the head teachers and that of the preschool teachers in Kajiado North	$X_1 = a_1 + \beta_{21}X_2 + \xi_2$ where: $X_1 = \text{Head teachers' VBL}$ $a_1 = \text{Constant term}$ $X_2 = \text{Teachers' VBL}$ $\beta_{21} = \text{Coefficient of } X_2$ $\xi_2 = \text{Error term}$	R^2 revealed the percentage of teachers' VBL that was explained by the VBL of the head teachers. The F -statistic examined the overall fit of the regression model, while the p -values and t -test were used to test the significance of the results.

No.	Research objective	Hypothesis	Regression model analysis	Interpretation
2	To investigate the relationship between the VBL of the head teachers and CE in preschools in Kajiado North	H ₀₂ : The head teachers' VBL has no influence on CE in preschools in Kajiado North	$Y = a_0 + \beta_{y1}X_1 + \beta_{y2}X_2 + \epsilon_y$ where: $Y = \text{DV (CE)}$ $a_0 = \text{Constant term}$ $X_1 = \text{IV (HTs' VBL)}$ $X_2 = \text{IV (Teachers' VBL)}$ $\beta_{y1} = \text{Coefficient of } X_1$ $\beta_{y2} = \text{Coefficient of } X_2$ $\epsilon_y = \text{Error term}$	R^2 revealed the percentage of CE that was explained by the VBL of the head teachers and the preschool teachers. The F -statistic examined the overall fit of the regression model, while the p-values and t-test were used to test the significance of the results.
3	To investigate the relationship between the VBL of the preschool teachers and CE in Kajiado North	H ₀₃ : The teachers' VBL has no influence on CE in preschools in Kajiado North	$Y = a_0 + \beta_{y1}X_1 + \beta_{y2}X_2 + \epsilon_y$ where: $Y = \text{DV (CE)}$ $a_0 = \text{Constant term}$	R^2 revealed the percentage of CE that was explained by the VBL of the head teachers and the preschool teachers. The F -statistic examined the overall fit of the regression model, while the p-

No.	Research objective	Hypothesis	Regression model analysis	Interpretation
			X_1 = IV (HTs' VBL) X_2 = IV (Teachers' VBL) β_{y1} = Coefficient of X_1 β_{y2} = Coefficient of X_2 ξ_y = Error term	values and t-test were used to test the significance of the results.

The results were used to support the argument that “VBL seems to fix citizenship education issues in schools”, as claimed by the researcher in the problem statement. While some of the results came out as expected, for instance the VBL of the head teachers significantly affected CE, the insignificant effect of teachers’ VBL was a surprise. In line with the pragmatic framework that this research adopted, the researcher had to go back to the respondents to understand this phenomenon, together with other areas of concern. This prompted the researcher to come up with follow-up questions during the interviews in phase two of the research. The questions used in phase two are summarised in the interview protocol (see Appendix I-3).

The Second Phase of the Research (Interviews)

The motivation behind qualitative research is to enable researchers to comprehend or clarify human conduct and convictions, get proper explanation of questions, and comprehend the setting of people’s group encounters (Bryman, 2012; Hennink, Hutter, & Bailey, 2011; Patton, 2015). The aim of gathering subjective information was to “help explain in more detail the initial quantitative results” (Creswell, 2014, p. 274).

Collection of Qualitative Data

Subjective information was gathered via face-to-face interviews. There are various forms of interviews, for instance telephone interviews, focus group discussions, and face-to-face or in-depth interviews (Hennink et al., 2011). Focus group discussions are used when a phenomenon needs to be understood from different perspectives, giving a rich comprehension of the respondents’ encounters and convictions (Kitzinger, 1994; Morgan, 1998). This method could suit this research, but identifying the participants (experts in educational leadership with a focus on VBL) was a challenge. Likewise, the logistics involved in planning for a focus group discussion was difficult for the researcher as a result of imperatives of time and financial constraints. Telephone interviews are cheap to

conduct, but they generate limited information. Face-to-face interviews were preferred to telephone interviews or e-mails, because the researcher could collect non-verbal data from body language while speaking with the participants (Bryman, 2012).

The researcher conducted face-to-face interviews with purposely selected head teachers and preschool teachers. The purposeful selection was guided by the inquiries that needed clarification and a better understanding, as observed in phase one of this study. For instance, outliers observed in the survey gave a clue to issues in the schools in which the questionnaires were completed. Among the participants selected for face-to-face interviews were teachers from schools where outliers were observed. The researcher selected the teachers in the hope of using their perspectives and experiences to understand the unexpected outcomes.

Face-to-face interviews were preferred instead of focus groups because they are easy to coordinate, conduct and provide results within the research timeframe (Kumar, 2011). The researcher restricted the number of respondents to eight (8) to manage logistics and to obtain the results in time. The main advantage of an interview is the ability of the respondents to apply their experiences and give relevant information in their own words, and to express their feelings and understanding of the research questions. The interviews in this research helped the researcher to comprehend the ideas of VBL and CE from the perspectives of head teachers and preschool teachers. The perspectives helped in explaining the relationships between VBL and CE, and their impact on the pupils' characters (Creswell, 2014).

Interview Schedules

An interview schedule is an outline of key questions that a researcher uses to guide the interview process (Bryman, 2012; Creswell, 2014). A face-to-face interview is a popular instrument that is used to collect qualitative data. Interviews enable the researcher

to gain a deeper insight to specific answers (Marshall, 2016). Face-to-face interviews are difficult hence the researcher needed to design the session well with clearly phrased questions. The researcher involved the respondents in a friendly manner with the aim of creating a relaxed environment. This was done through a concise presentation, which included the reasons for the visit, a short preview of the research and confirmation that the information revealed would be utilised for scholarly purposes only, and that it would be treated with the necessary privacy. In this exploration, provisional questions were utilised, but the few that were added arose from the outcome of the quantitative analysis (see Appendix I).

Validity and Reliability of Interviews

While it may be easy to determine the reliability of a quantitative research instrument using observable measures like Cronbach's alpha (α), where $\alpha > .7$ is considered a good measure of reliability (Kothari & Garg, 2014), there are no such measures in qualitative research. In fact, Stenbacka (2001) does not believe there is such a thing as reliability in qualitative research.

Instead of the term reliability, some authors have proposed the use of credibility, neutrality or confirmability, consistency or dependability, and applicability or transferability (Lincoln & Guba, 1985). To accomplish these in subjective research, a review of effects such as basic information, information reduction outcomes, and procedure notes ought to be done (Campbell, 1996). Furthermore, Patton (2001) views the researcher as the instrument; subsequently, the information gathered relies upon the exertion and the capacity of the researcher.

To ensure the trustworthiness and transferability of data (Seale, 1999), the researcher recorded the interviews after obtaining consent from the respondents in order to

accurately capture the information. The responses of the participants were triangulated with the findings of similar research that was carried out in the same context. The outcome of the triangulation is reported in the discussion chapter.

Analysis of Qualitative Data

Obtaining information in subjective research is characterised as the procedure of putting together the interview transcripts, perception notes, or other non-printed materials that the researcher combines with the aim of understanding of the research question (Bogdan & Biklen, 1982). The technique of breaking down qualitative data includes coding or ordering the information. Essentially, it entails understanding enormous volumes of information by decreasing the volume of basic data, followed by distinguishing huge datasets, and lastly determining the importance of the information and, in this manner, assembling a coherent chain of evidence (Patton, 2002, 2015).

A thematic examination is a technique for identifying, breaking down, and describing designs (themes) from the data (Braun & Clarke, 2006). Even though “[t]hematic analysis is widely used”, there is no clear agreement about “what thematic analysis is and how you go about doing it” (Braun & Clarke, p. 6).

The qualitative data from the audio-recordings were transcribed using Otter.ai (a free mobile application for smartphone). Initially, the researcher had planned to use NVivo for thematic analysis. NVivo is computer-assisted qualitative data analysis software (CAQDAS) with powerful tools that are equipped for arranging classes of information and organising them into themes in formats, for example, audio, video, and image files, and web pages using hyperlinks (Patton, 2015). The main reason for utilising NVivo is that it can facilitate the arduous assignment of examining the information that would else be achieved by hand (Patton, 2015).

This study did not use NVivo because of licence issues, but instead used Miner lite V2.6. The transcripts were edited to remove redundancies before transferring them to Miner lite, which is free software. The use of software in analysing qualitative data saves a great deal of time, which gives the researcher more time to investigate patterns, distinguish themes, and draw inferences (Patton, 2015).

Investigating subjective information has become a lot simpler with the use of modern computer tools. The researcher applied Microsoft Excel analysis tools v. 2019 to compile figures and tables that summarise the themes. Figures and tables are useful in that they enhance the visualisation of the relationships that this study sought to establish. The visualisation of the relationships helped the researcher to link the two sets of data (quantitative and qualitative), which facilitated the discussions on VBL and its implications for CE in preschool institutions.

Ethical Considerations

Ethical standards were observed at all stages of the research, starting from the literature review, which involved proper citations of sources and seeking permission to use the information in cases where the sources were not open. In the data collection stage, authorisation to conduct the research was sought from Garg and Krishnan (2003) – to use the VBL questionnaire, from Chi et al. (2006) – to use the PRC behaviour questionnaire, and from NACOSTI, the Kajiado County Education Office, and the Kajiado Sub-County Education Office. The consent of the participants was sought before engaging them in the research, and they could participate at a time convenient to them (Hennink et al., 2010). All respondents were assured of confidentiality regarding the information they provided (Patton, 2015).

To enhance the integrity of the data collected, the validity and reliability of the instruments were checked. Triangulation was utilised as a method of enhancing the validity and integrity of the data, with the researcher going back to the respondents to confirm the transcriptions (Patton, 2015).

Chapter Summary

This chapter started with an explanation of the research strategy that was utilised in this investigation. The introduction clarified the pragmatic paradigm, which combines strategies of quantitative and qualitative parts of a mixed-methods research. In a pragmatic paradigm, the researcher focuses more on the research question and how to find the proper answers than the theory on how data is made.

Next was to describe the research design. The explanatory sequential design used in the study is a two-phase project in which the researcher collected quantitative data in the first phase, analysed the results, and then used the results to plan the second, qualitative phase. The explanatory sequential design was found appropriate on the grounds that it is easy to use and empowers researchers to pinpoint information that is pertinent to the specific questions. Various methods of collecting, analysing, and integrating quantitative and qualitative data were outlined.

The other sections of the chapter described in detail the target population, the study sample, the sampling procedures, data collection, the data analysis of both phases of the research, and ethical considerations. The following chapter presents the findings and discussion.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and the findings of the research. The results of the survey are presented first, followed by the findings from the interviews. In the last section, the quantitative and qualitative results are integrated using a joint display matrix for ease of interpretation.

Results from Survey and Interviews

This section presents the results on the response rate, the demographics of the respondents, and the analysis of the quantitative and qualitative data. The presentation and interpretation of the data are done with reference to the research questions.

The Response Rate

After confirming the reliability of the instruments, the researcher, with the help of enumerators, went into the field to collect data from fifty (50) schools, as explained in Chapter Three. One hundred (100) questionnaires were administered to head teachers and preschool teachers in the fifty (50) schools. All the questionnaires were returned, but they were scrutinised for completeness as explained in Chapter Three. After checking, only forty-eight (48) pairs were complete. A response rate of 50% is acceptable, 60% is good to analyse and publish, and 70% and above is very good (Babbie, 2004), hence the response rate of 96% met the requirement for the analysis.

Demographic Characteristics of the Respondents

The questionnaires were designed to collect data on gender, age, and professional qualifications (see Table 4.1).

Table 4.1

Demographic Characteristics of the Respondents

Respondents		Head teachers		Preschool teachers		Overall		
Parameter	Category	M	F	M	F	M	F	Total (%)
Gender	Frequency	24	26	0	50	24	76	100
	Percentage	48	52	0	100	24	76	100
Age	Under 30	8	5	0	9	8	14	22
	30 - 39	9	13	0	27	9	40	49
	40 - 49	7	5	0	14	7	19	26
	Above 50	0	3	0	0	0	3	3
		24	26	0	50	24	76	100
Qualifications	None	0	0	0	0	0	0	0
	P.1	9	0	0	14	9	14	23
	D.Ed.	8	9	0	23	8	32	40
	B.Ed.	5	14	0	6	5	20	25
	Postgraduate	2	3	0	7	2	10	12
		24	26	0	50	22	78	100

Gender Distribution

The respondents were asked to indicate their gender by checking (✓) either male (M) or female (F), as provided in the questionnaires. The number of teachers of each gender is shown in Table 4.1, as indicated by frequency and the corresponding percentage (%). The participants were also requested to indicate their age in years, and their qualifications, for instance P1 certificate, Bachelor's degree (B.Ed.), postgraduate qualification, for example Master's in educational planning, etcetera. Since there were 100 participants, the figures shown in the last column of Table 4.1 are already in percentage (%) form.

The figures showed a workforce dominated by female teachers, both at the head teacher rank (52%) and at the classroom level (100%), while male teachers, at 22%, barely reached one-quarter of the teaching workforce. No male teacher (0%) was found teaching in the preschool classrooms. The absence of male teachers in the preschool classrooms prompted the researcher to look for reasons for the female dominance in the preschool classrooms. This was carried out in the second phase of research.

The Age Distribution of the Respondents

The participants were requested to indicate their age bracket by ticking (✓) one of the four age brackets: under 30, from 30 to 39, from 40 to 49, and above 50 years. The age distribution of the workforce put the majority (49%) of teachers in the 30 to 39 age bracket, 26% were in the 40 to 49 age bracket, 22% were younger than 30 years, and only 3% older than 50. All the teachers older than 50 years were in the rank of head teacher. Of those teaching in the classroom, forty-one (82%) were older than thirty (30) years of age (see Table 4.1). The reasons for the skewness towards more elderly women than young ones teaching preschool pupils were investigated in the second phase of the study.

The Professional Qualifications of the Respondents

The distribution of teachers according to their qualifications is shown in Table 4.1. Twenty-three percent (23%) of the teachers in the preschools held a P.1 certificate, 40% were diploma holders, and 25% were graduates with B.Ed. qualifications. Only 12% had postgraduate qualifications. In the second phase of the research, the participants were asked if the formal training they received in college was adequate to handle the needs of the new competency-based curriculum (CBC). At the time of the study, the new curriculum was in its initial stages of implementation in Kenyan preschools.

To answer the research questions as presented in Chapter Three, the questionnaires returned by the participants were matched (by pairing the head teacher and the preschool teacher per school) into forty-eight (48) cases. Three questionnaires were left out since they were not completed in full, and one which was fully completed could not be paired.

Microsoft Excel was used to generate mean scores for each indicator of the head teacher's VBL, labelled as HTI-Head Teachers' Integrity, HTV-Head Teachers' Vision, HTT-Head Teachers' Trust, HTL-Head Teachers' Listening, HTR-Head Teachers' Respect, HTCT-Head Teachers' Clear Thinking, and HTIN-Head Teachers' Inclusion. To measure the VBL of the teachers, the same indicators were labelled as TI-Teachers' Integrity, TV-Teachers' Vision, TT-Teachers' Trust, TL-Teachers' Listening, TR-Teachers' Respect, TCT-Teachers' Clear Thinking, and TIN-Teachers' Inclusion.

Citizenship education (CE) was measured by the mean scores of six indicators: the quality of democracy (DE), tolerance (TOL), cooperation (CO), knowledge and skills (KAS), values and attitudes (VAA), and pupils' behaviour (PB). The mean scores of all the indicators per case (school) were entered into SPSS 25 to produce descriptive statistics for the three variables: head teacher's VBL (X_1), teacher's VBL (X_2), and CE (Y). (See Appendix VI-4.) The key results are displayed in Table 4.2

Results from VBL Assessment of Teachers and Head Teachers

This study assessed the practice of VBL by both teachers and head teachers. The researcher used the VBL questionnaire to gauge the level of each indicator and used the average value given by all indicators as the measure of VBL. Table 4.2 describes the level of the head teachers' VBL as perceived by the 48 preschool teachers.

Table 4.2

The Level of the Head Teachers' VBL

	N	Minimum	Maximum	Mean	Std. deviation
HTI	48	3.0	4.5	3.700	.4025
HTV	48	3.5	4.5	3.909	.4369
HTT	48	3.3	5.0	4.573	.5884
HTL	48	3.5	5.0	4.182	.5135
HTR	48	3.7	5.0	4.336	.4478
HTCT	48	3.5	5.0	4.273	.6467
HTIN	48	3.3	5.0	4.391	.5576
Head teacher's VBL (X ₁)	48	3.6	4.5	4.191	.3270
Valid N (listwise)	48				

Head Teachers' VBL. The leadership of the head teachers was measured using the average of the seven indicators listed in Table 4.2. The mean scores for each indicator were obtained from the ratings for each question of the questionnaire. Preschool teachers rated the head teachers' trust the highest, at 4.58 (SD = .588), meaning they trusted their head teachers all the time in school. The high rating of 4.58 (SD= .588) for trust is an indication that the head teachers involved preschool teachers in decision-making on matters of the curriculum and supported them, especially in the implementation of CE.

At the lower end of the ratings are the head teachers' integrity and vision, at 3.70 (SD = .402) and 3.91 (SD = .437) respectively. These results indicate that the preschool teachers perceived their head teachers as truthful, honest and of good moral behaviour most of the time – meaning there were cases when they failed to live by these principles. In terms of vision, the teachers perceived their heads as having inspiring vision, which they found ways to communicate to both the teachers and pupils most of the time. Inclusion and listening received ratings of 4.39 (SD = .558) and 4.18 (SD = .514) respectively.

Based on the specific questions (items) posed for each indicator, these results demonstrate that, although the head teachers listened to the teachers, encouraged

dissenting opinion among their closest advisors, shared information with teachers, and fostered a sense of community most of the time, this might not have been the situation constantly. The situations that might have hindered the head teachers from fully practising VBL were investigated during interviews on the challenges faced in leading pupils and teaching CE. These interviews were organised as a follow-up in the second phase. The overall level of VBL practised by the head teachers as perceived by the preschool teachers was 4.19 ($SD = .66$), meaning the head teachers practised value-based leadership most of the time, as indicated on the scale for the tool used in the study. This finding is similar to that of Van Niekerk and Botha (2017) in their research paper on VBL. They found that nine school head teachers said they practised VBL most of the time through values such as “[i]nclusivity, integrity, equity, loyalty, consistency, trust, Ubuntu, Christianity, cooperation, professionalism, accountability, kindness and democracy” (Van Niekerk & Botha, 2017, p. 138).

Teachers’ VBL. Table 4.3 shows the level of the teachers’ VBL as perceived by the 48 head teachers.

Table 4.3

The Level of the Teachers’ VBL

	N	Minimum	Maximum	Mean	Std. deviation
TI	48	3.0	5.0	4.173	.6665
TV	48	3.5	5.0	4.182	.6809
TT	48	2.7	5.0	4.482	.7935
TL	48	2.0	5.0	3.955	1.1058
TR	48	2.0	5.0	4.009	.9289
TCT	48	2.5	5.0	3.955	.8790
TIN	48	3.0	5.0	3.873	.6559
Teacher’s VBL (X_2)	48	3.1	5.0	4.073	.6589
Valid N (list wise)	48				

The head teachers ranked the teachers’ trust at 4.48 ($SD = .794$). The vision and integrity of the teachers were ranked second and third, at 4.18 ($SD = .681$) and 4.17

(SD = .667) respectively. The high rating (according to the interpretation scale) indicates that preschool teachers were trusted most of the time because of their integrity, their willingness to serve and for the hope they stimulated in pupils, as reflected by the specific questions in the VBL tool. At the other end, inclusion, clear thinking, listening, and respect were perceived at moderately high levels, of 3.84 (SD = .656), 3.95 (SD = .879), 3.95 (SD = 1.11), and 4.00 (SD = .929) respectively. These scores indicate that the teachers listened to the pupils and encouraged dissenting opinions among their closest advisers, shared information, and fostered a sense of community with the pupils most of the time. Could there be occasions when the teachers failed to create a consistent system of rewards, structure, process, and communication; or failed to be committed to the principle of opportunity, giving all pupils the chance to contribute to the school? This was investigated through the challenges teachers faced in both leadership and teaching during the second phase of the study.

The overall rating of 4.07 (SD = .659), interpreted as ‘high’ on the interpretation scale, showed that teachers practise VBL ‘most of the time’ (as indicated by the rating scale used), but at a lower level when compared to that of the head teachers. The lower rating of the teachers’ VBL when compared to that of the head teachers’ required additional investigation. Leadership challenges experienced by that teachers while leading pupils in the classroom and teaching CE were investigated in the second phase of the study. This was aimed at trying to understand the occasions when teachers failed to fully practise VBL, as suggested by the phrase ‘most of the time’ on the rating scale.

This result is consistent with that of Mansor et al. (2018). The purpose of their study was to identify the influence of ethical leadership practices in school principals on teachers’ work engagement dimensions as perceived by teachers in two distinguished high-performing secondary schools in a district in Malaysia. The principals of both schools had

moderately high to high ethical leadership practices, while teachers in both schools displayed moderately high to high work engagement. Mansor et al. (2018) inferred from the results that the principals of high-performing schools have traces of ethical leadership practices in their leadership style that promote teacher work engagement.

Consistency in the Practice of VBL. Even though the mean scores of 4.19 ($SD = .66$) and 4.07 ($SD = .659$) suggest that both head teachers and teachers respectively practised VBL most of the time, as interpreted from the scale of the VBL tool used, how consistent was the practice in the two ranks? Were teachers practising VBL at the same level as the head teachers in all seven indicators? To answer this question, a statistical test for consistency was performed. The consistency was confirmed through the Spearman's rho (r_s) correlation coefficients, which utilised pairs (X_1, X_2) of the seven indicators of VBL with data coming from the 48 participants (see Table 4.4).

Table 4.4

The Spearman's Rho Correlation Coefficients for VBL (X_1 , X_2)

			TI	TV	TT	TL	TR	TCT	TIN
rho	HTI	Correlation coefficient	.710**	-.243	.258	.346*	.067	.067	.775**
		Sig. (two-tailed)	.000	.095	.076	.016	.653	.653	.000
		N	48	48	48	48	48	48	48
	HTV	Correlation coefficient	.344*	.000	-.574**	.256	-.178	-.415**	.517**
		Sig. (two-tailed)	.017	1.000	.000	.078	.227	.003	.000
		N	48	48	48	48	48	48	48
	HTT	Correlation coefficient	.418**	.831**	.777**	.668**	.926**	.494**	.352*
		Sig. (two-tailed)	.003	.000	.000	.000	.000	.000	.014
		N	48	48	48	48	48	48	48
	HTL	Correlation coefficient	.395**	.262	-.234	.733**	.121	.121	.622**
		Sig. (two-tailed)	.005	.072	.109	.000	.413	.413	.000
		N	48	48	48	48	48	48	48

rho		TI	TV	TT	TL	TR	TCT	TIN
HTR	Correlation coefficient	.510**	.547**	.906**	.709**	.760**	.760**	.510**
	Sig. (two-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	48	48	48	48	48	48	48
HTCT	Correlation coefficient	.503**	.632**	.224	.900**	.577**	.346*	.645**
	Sig. (two-tailed)	.000	.000	.127	.000	.000	.016	.000
	N	48	48	48	48	48	48	48
HTIN	Correlation coefficient	.884**	-.250	.000	.632**	.000	.000	.898**
	Sig. (two-tailed)	.000	.087	1.000	.000	1.000	1.000	.000
	N	48	48	48	48	48	48	48

** Correlation is significant at the .05 level (two-tailed)

* Correlation is significant at the .05 level (two-tailed)

Consistency in the practice of VBL is confirmed when a strong correlation ($r_s > .7$) and a significant value ($p < .001$) are obtained (Yue et al., 2002). The Spearman's correlation coefficients from SPSS exhibited strong, positive correlations between X_1 and X_2 , showing consistency in the practice of VBL through integrity ($r_s = .71, p < .001$), trust ($r_s = .777, p < .001$), listening ($r_s = .733, p < .001$), respect ($r_s = .760, p < .001$), and inclusion ($r_s = .898, p < .001$). The results are consistent with previous research findings, where strong, positive relationships between authentic leaders and authentic followers based on organisational outcomes were found (Avolio & Gardner, 2005; Brown & Treviño, 2006; Luthans & Avolio, 2003; May et al., 2003).

There were inconsistencies in the practice of VBL in vision ($r_s = .000, p > .001$) and clear thinking ($r_s = .346, p > .001$). The inconsistencies in vision and clear thinking could stem from the head teachers' failure to communicate the vision to the teachers in a clear manner. This assertion by the researcher is supported by previous studies, for instance, Dean (2008) said that the duty of a value-based head teacher is to create a vision and to inspire teachers to make that vision a reality. In addition, values-based head teachers create followers by enabling them to see clearly, and to achieve effectively, that which they hold dear (O'Toole, 2008). The researcher tried to understand these inconsistencies when teachers were narrating their perspectives of VBL in the second phase of the study. A summary of VBL inconsistencies and their implications are found in Chapter Five, under the key findings.

Results from the Assessment of CE

Preschool teachers were asked to rate their level of agreement on the questions in the CE questionnaire. The average of the mean scores of all seven indicators shown in Table 4.5 was taken to be the level at which CE was implemented in the preschools in Kajiado North, as perceived by the 48 teachers who participated in the survey.

Table 4.5

The Level of Citizenship Education

	N	Minimum	Maximum	Mean	Std. deviation
DE	48	3.0	5.0	4.364	.5954
CO	48	3.0	5.0	4.273	.7016
KAS	48	2.2	4.8	3.945	.7647
VAA	48	2.3	5.0	4.064	.8465
TOL	48	4.0	5.0	4.500	.3162
PB	48	1.8	5.0	3.564	1.0652
CE (Y)	48	3.1	4.8	4.118	.4644
Valid N (listwise)	48				

Among the highly rated indicators of CE were tolerance, democracy, and cooperation, at ($M = 4.50$, $SD = .316$), ($M = 4.36$, $SD = .595$) and ($M = 4.27$, $SD = .702$) respectively. The high mean of 4.50 ($SD = .316$) for Tolerance disclosed that pupils respected themselves, irrespective of gender, religion, or cultural orientation. In relation to democracy, the teachers strongly believed the pupils had freedom of speech and association, and were allowed to express themselves on their own worldviews and experiences. This result is similar to that of Finkel, Sabatini, and Bevis (2000) and Losito and D'Apice (2003), who found that CE promoted participatory democracy and tolerance among learners. The researcher found tolerance to be a strong indicator of CE, which allows learners to accommodate their individual differences and embrace respect for one another in school.

Values and attitudes were rated at a mean of 4.06 ($SD = .847$), meaning teachers agreed with statements in the questionnaires that "Pupils were sympathetic toward others' pain or struggles", "Voluntarily helped peers who required such help", "Did not tease others based on characteristics that were different from their gender, race or social class", and "Demonstrated concern for needs in their class and community". These results are consistent with the findings of previous studies that investigated teachers' modelling role and pupils' behaviour. Some studies have demonstrated that, when teachers take an active

role in the transfer of values through displaying fitting practices in the homeroom, accompanied with the usage of well-designed character training programmes, pupils acquire numerous all-inclusive characteristics. These universal characteristics or values include honour, courage, belief, honesty, truthfulness, kindness, generosity, helpfulness, faith, respect, freedom, and equality (Fidan & Duman, 2014; Lickona, 1997; Öztürk, 2011).

Skills and knowledge acquired by pupils were perceived at 3.95 (SD = .765). The perceptions of the teachers of this indicator mainly measured communication skills, in terms of which they agreed that pupils listened while others were talking, expressed needs and feelings in a constructive manner, showed appropriate body language that demonstrated active listening, expressed emotions appropriately, and used the “I” messages or other respectful communication to resolve problems. According to the teachers, pupils were able to communicate using both verbal and non-verbal formats. This result is similar to that of a comparative study conducted by Chambers, Cheung, and Slavin (2006), which investigated the impact of CE programmes on the communication skills of preschool pupils. The investigation generated instant and midterm intellectual results, with pupils being able to process, comprehend and advance language development after undergoing CE training.

Overall, the teachers’ perceptions of CE reached a high mean of 4.12 (SD = .464), which was interpreted from the CE scale as ‘agree’, meaning that they admitted CE was being implemented in the preschools in Kajiado North. To confirm if CE was implemented at this level, the researcher asked the teachers to state the activities they incorporated into the CE lessons and asked them to give their own understanding of CE during the interviews in the second phase. The level of CE and its association with VBL are discussed fully in Chapter Five, under the key results.

The Assumptions of Multiple Linear Regression

The assumptions of multiple linear regression were tested before fitting the variables: VBL of the head teachers (X_1), VBL of the teachers (X_2), and CE (Y) in the regression model. Y was taken to be the independent variable of the study, while X_1 and X_2 were the dependent variables. The mean scores of the three variables, X_1 , X_2 , and Y, were entered into SPSS 25. The tests done to confirm if the variables could be fitted in a linear regression model were the test for linearity between independent variables and the dependent variable, the test for normality, the test for multicollinearity, the test for autocorrelation, and the test for homoscedasticity.

Test of Linearity

The assumption of linearity was tested with scatter diagrams, where the values of all the predictor variables (X_1 , X_2) and the corresponding values of the outcome (Y) were analysed using SPSS 25. This step was necessary because, if the relationship was not linear, predictions of CE (Y) would be biased and lead to inaccurate estimates (Hickey et al., 2019, p. 3). The initial plots did not show linearity because the data contained outliers. Three cases which had extreme scores were removed from the datasheet, leaving 45 cases for analysis. The final P-P plot in Figure 4.1 shows that the variables were linear.

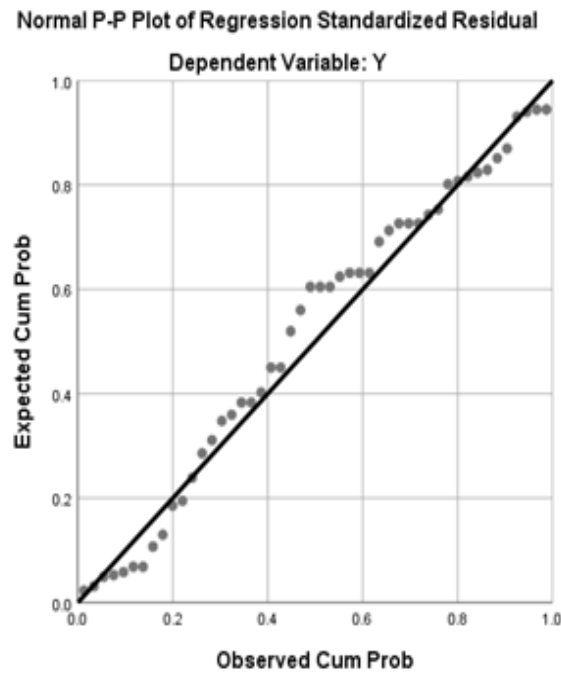


Figure 4.1. Regression of standardised residuals of CE
Source: Research data

Test for Normality

The assumption of normality was checked by plotting the residuals against the predicted values of CE (Y). The results in Figure 4.2 present a normal distribution of the residuals. The test for normality is important in regression analysis because, if not checked, the results obtained may be misleading (Osborne & Waters, 2002).

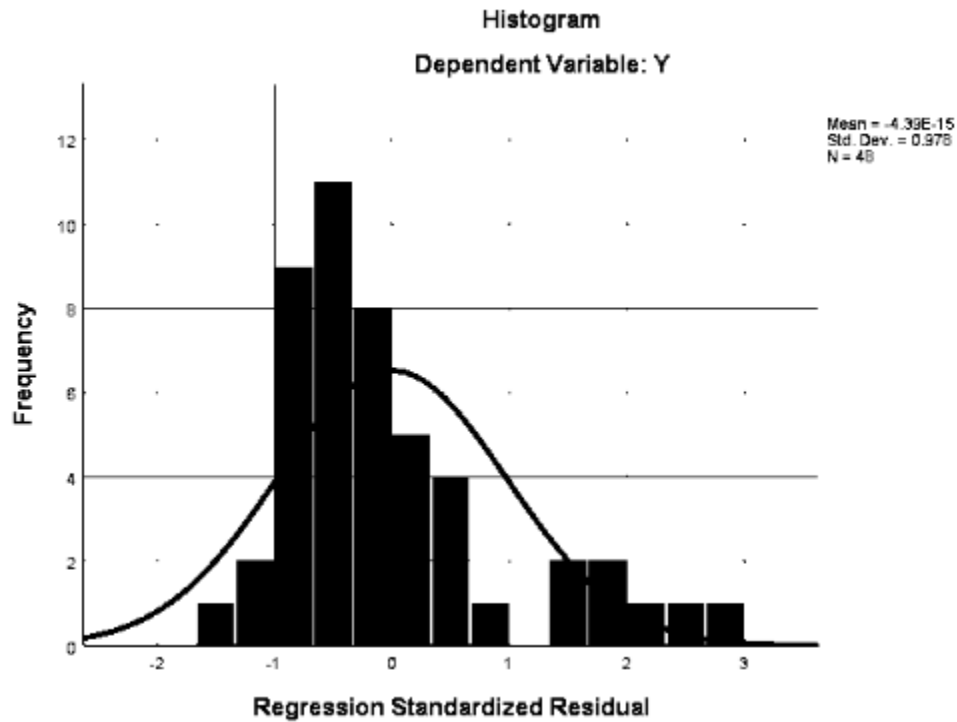


Figure 4.2. The normal regression of residuals in CE
Source: Research data

Test for Multicollinearity

Multicollinearity refers to the presence of correlations between the independent variables (Williams et al., 2013). High correlations between predictor variables ($r \geq .7$) lead to multicollinearity and a unique least squares solution to a regression analysis that cannot be computed (Field & Ronchetti, 2009). Also, multicollinearity bloats the standard errors and confidence intervals, leading to unsteady estimates of the coefficients for individual predictors (Williams et al., 2013). Correlations between the predictor variables (X_1, X_2) were used to check the assumption that values of $r \geq .7$ would indicate the presence of multicollinearity.

The correlations between Y and X_1 and X_2 of .825 and .536 respectively were found to be significant ($r > .3$). Table 4.6 shows a correlation of .595 between X_1 and X_2 , which provided assurance that the estimates of the coefficients for each predictor variable would not be inflated, since $r < .7$.

Table 4.6

The Correlations between Predictor Variables

		Y	X ₁	X ₂
Pearson correlation	Y	1.000		
	X ₁	.825	1.000	
	X ₂	.536	.595	1.000
Sig. (one-tailed)	Y	.		
	X ₁	.077	.	
	X ₂	.138	.000	.
N	Y	45	45	45
	X ₁	45	45	45
	X ₂	45	45	45

Test for Autocorrelation

Autocorrelation is a term commonly used to refer to the dependence of error terms (Osborne & Waters, 2002). Autocorrelation is a problem because it inflates the *t* and *F* statistics by underestimating the standard errors of the coefficients (Osborne & Waters, 2002). If not checked, hypothesis testing will lead to incorrect conclusions (Hickey et al., 2019). First-order autocorrelations of error terms can be tested using the Durbin Watson (DW) test, which gives coefficients on a scale of 0 to 4. DW values between 1.5 and 2.5 indicate the absence of autocorrelation. DW values below 1.5 show positive autocorrelation, while those above 2.5 indicate negative autocorrelation (Williams et al., 2013). The result of this test placed the DW at 1.745, which clearly shows the absence of autocorrelation, as shown in Table 4.9.

Test for Homoscedasticity

Homoscedasticity refers to uniformity in the variance of errors across all predictor variables (Hickey et al., 2019). According to Field (2005), when the variances of errors

across all predictor variables fluctuate, heteroscedasticity occurs. Heteroscedasticity – the opposite of homoscedasticity – causes severe biases in findings and can seriously weaken the analysis, thus increasing the possibility of a Type I error (Hickey et al., 2019). To test for homoscedasticity of the variances in X_1 and X_2 , a plot of the standardised residuals (the errors) versus the regression standardised predicted value (Y) was examined. The residuals were spread uniformly from the mean, showing homoscedasticity of variances (see Figure 4.3).

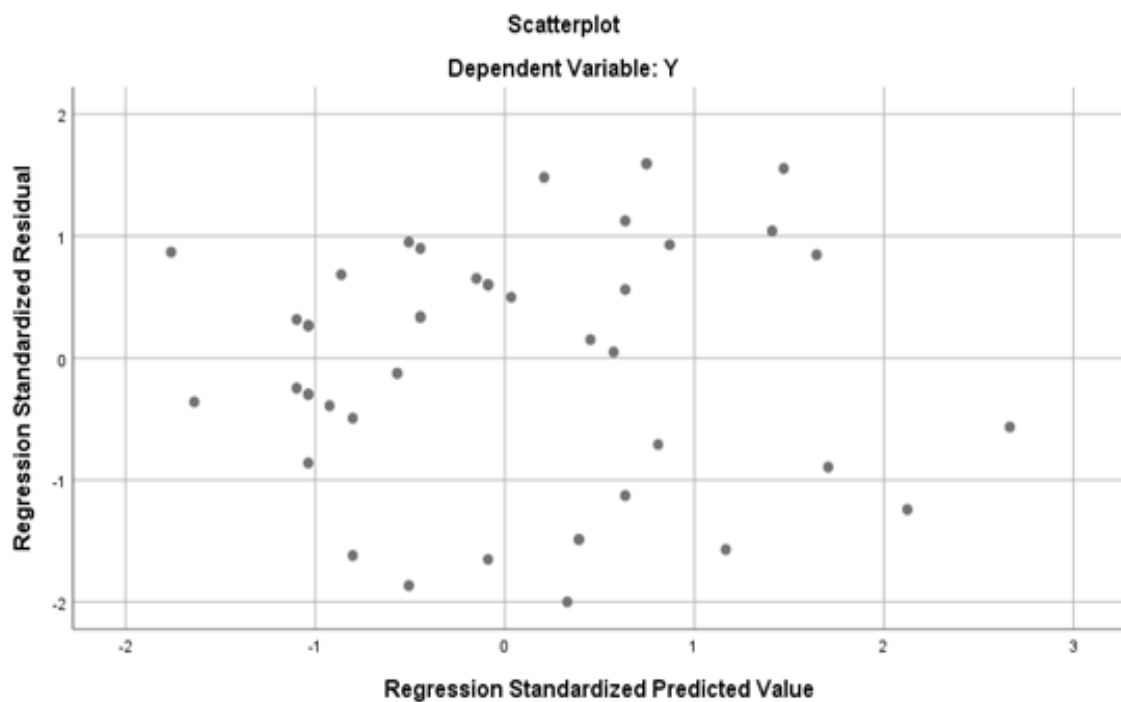


Figure 4.3. Homoscedasticity of variances in X_1 and X_2

Source: Research data

After testing the assumptions of multiple regression, the next step was to fit the variables into the model.

Results of Relationships from Linear Regression Model

This research was designed to analyse the relationships between dependent and independent variables using the multiple regression model. The relationships between the three variables were presented in two substructures following path analysis, as shown in

the conceptual framework (see Figure 2.4). Substructure 1, which is the overall model, relates the three variables, X_1 , X_2 and Y , while substructure 2 relates only to X_1 and X_2 . The two substructures were guided by the research questions. Substructure 2 tested the consistency in the practice of VBL in the two ranks of teachers (Copeland, 2014), while substructure 1 investigated the impact of VBL on CE. The results were used to support the argument that “VBL seems to fix citizenship education issues in schools”, as claimed by the researcher in the problem statement.

Substructure 1 consists of CE (Y), which is the outcome, and two predictor variables: head teachers’ VBL (X_1), and teachers’ VBL (X_2). One residual variable, ϵ_y , was also included to take care of the unforeseen factors. The mean scores of X_1 , X_2 and Y for the 45 cases were entered into SPSS 25. Before carrying out any analysis in relation to the three variables, analysis of variance (ANOVA) was run to test if the results would be statistically relevant. The p -value found was less than .05, which implies that the results would be significant (see Table 4.7).

Table 4.7

The Model Summary of Substructure 1

ANOVA ^a						
Model	Sum of squares		df	Mean square	F	Sig.
1	Regression	1.594	2	.797	41.161	.000 ^b
	Residual	.736	38	.019		
	Total	2.330	40			

Next, the multiple linear regression analysis was done. Table 4.8 provides a summary of the coefficients in the model after running linear regression.

Table 4.8

The Coefficients in Substructure 1

Coefficients ^a								
Model	Unstandardised coefficients			Standardised coefficients			95.0% confidence interval for β	
	β	Std. error					Lower bound	Upper bound
1	Constant	.603	.443		1.360	.018	-.294	1.500
	X ₁	.763	.110	.784	6.912	.000	.540	.987
	X ₂	.064	.104	.070	.614	.063	-.147	.275

a. Dependent variable: Y

The constants from Table 4.8 were used to formulate the relationship, which is

$$Y = .784X_1 + .070X_2 + \xi_y.$$

In substructure 1, all the path coefficients were found to be significant at the 95% level of confidence ($p < .05$). The constant .603 is the value of CE when all variables are assumed to take a value of zero (0). Beta (β) = .784 is the regression coefficient of the head teachers' VBL (X_1). The value of β is greater than zero, meaning it will increase the value of CE (Y) when all other factors are held constant.

Likewise, beta (β) = .070, which is the regression coefficient of the teachers' VBL (X_2), will increase the value of CE (Y) when all factors are kept constant. The coefficient of determination (R^2) is used to determine how much the independent variables contribute to the dependent variable (Hickey et al., 2019). The value of R was obtained using SPSS 25 (see Table 4.9). The adjusted R square value in the table considers the number of independent variables involved. The adjusted R square value tends to increase when the added variable has a higher power of predicting the outcome (dependent variable), and decreases if the added variable has a lower predicting power when compared with the power of the independent variable added before it (Hickey et al., 2019; Williams et al., 2008).

Table 4.9

The Model Summary of Substructure 1

Model summary^b										
Change statistics										
Model	R	R square	Adjusted R square	Std. error of the estimate	R square change	F change	df1	df2	Sig. F change	Durbin-Watson
1	.827 ^a	.684	.668	.1392	.684	41.161	2	38	.000	1.745

a. Predictors: (Constant), X₁ and X₂

The value of R^2 from Table 4.9 is .684. The adjusted R^2 value (.668) decreased from the R^2 of .684, meaning the predictive power of X₂ is lower than that of X₁ (Hickey et al., 2019; Williams et al., 2008). The value of R^2 shows the proportion of the independent variables in the dependent variable (Hickey et al., 2019). From the overall model, 68% of CE (Y) is explained by the VBL of both the head teachers and the teachers (X₁, X₂). The remaining 32% is explained by other factors, whose magnitude is ξ_y . The magnitude of ξ_y depends on R^2 and can be calculated using $\xi_y = \sqrt{1 - R^2} = .562$ (Setyaningsih, 2017).

The relationship between the three variables head teachers' VBL, teachers' VBL, and CE exists and can be represented in the multiple regression equation as:

$$Y = .784X_1 + .070X_2 + .562.$$

The constants .784, .70 and .562 are the path or regression coefficients β_{y1} , β_{y2} and ξ_y respectively, where ξ_y is the residual value, which was explained in Chapter Three.

Table 4.10

The Coefficients in Substructure 2

Coefficients ^a						
Model		Unstandardised coefficients		Standardised coefficients	<i>t</i>	Sig.
		β	Std. error	Beta		
1	(Constant)	-.292	.500		-.585	.562
	X ₂	1.104	.128	.786	8.611	.000

a. Dependent variable: X₁

Table 4.11

The Model Summary of Substructure 2

Model summary ^b									
Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	.786 ^a	.617	.609	.1507	.617	74.143	1	46	.000

a. Predictors: (Constant), X₁

Substructure 2 consists of the teacher's VBL (X₂) as the outcome, the head teachers' VBL(X₁) as the predictor variable, and the residual ϵ_2 . The coefficients and the variables in Table 4.10 can be fitted into the following regression model:

$$X_2 = .786X_1 + \epsilon_2.$$

The constant -.292, which is not significant ($p > .05$) – as shown in Table 4.10, is the value of the head teachers' VBL (X₁) when all variables assume values of zero (0). The path coefficient for the head teachers' VBL (X₁) is significant ($\beta = .788$), and will increase the value of the teachers' VBL (X₂) when all other factors are held constant (Hickey et al., 2019). From SPSS 25, the value for the coefficient of determination (R^2) for this model is .617.

The results of the analysis show that 62% of the teachers' VBL (X₂) is explained by the head teachers' VBL (X₁), while other factors account for the difference of 38%. The

magnitude of these factors represented by ϵ_2 is calculated using $\epsilon_2 = \sqrt{1 - R^2} = .619$ (Setyaningsih, 2017), hence the relationship between the head teachers' VBL and that of the teachers is given by the formula:

$$X_2 = .786X_1 + .619.$$

The following hypotheses were tested to gauge the level of significance in the relationships.

H₀₁ There is no significant relationship between the VBL of head teachers and that of the preschool teachers in Kajiado North.

H₀₂ The head teachers' VBL has no influence on CE in preschools in Kajiado North.

H₀₃ The teachers' VBL has no influence on CE in preschools in Kajiado North.

Testing of Hypotheses

First, the R square and the adjusted R square from the overall model and the *F* values from ANOVA were used to test the power with which each independent variable predicted the outcome. Methods for building models in multiple regression depend on the statistical significance one is looking for. Examples of such methods include backward elimination, forward selection and the enter method. The researcher chose the enter method, which also happens to be the default method in SPSS because it arranges the variables in the order in which they are entered. Tranmer and Elliot (2008, p. 21) call this process a “substantive basis” and confirm that “it is the best” out of the three mentioned. According to Tranmer and Elliot (2008), when X_1 is entered first, followed by X_2 , and R square decreases to adjusted R square, the result is that X_2 has a lower predictive power than X_1 . The results obtained from the enter method showed that head teachers' VBL and teachers' VBL explained a significant amount of the variance in CE ($F(2, 38) = 41.16, p < .05, R^2 = .684, R^2_{Adjusted} = .668$) (see Table 4.9).

The decision to reject or accept the null hypotheses was done utilising the sample paired t -test (Creswell, 2014). The 5% level of significance ($\alpha = .05$) was considered when comparing the $T_{\text{calculated}}$ value with the T_{table} value of 1.97, and the p -value with .05, to arrive at the decision to reject or accept the null hypotheses. The summary of the regression model statistics is shown in Table 4.12. Among the statistics displayed are the path coefficients (β), which show how two variables behave when all other factors are held constant, the correlation coefficient (r), which measures the strength of the relationship between two variables, and the p and t values, which indicate the level of significant relationship between two variables (Creswell, 2014; Kothari, 2004; Tranmer & Elliot, 2008).

Table 4.12

The Summary of Regression Model Statistics

Path variables	Path coefficients	r	p	t
X_2 and X_1	$\beta_{21} = .786$	.595	.000	8.61
Y and X_1	$\beta_{y1} = .784$	.825	.000	6.91
Y and X_2	$\beta_{y2} = .70$	.536	.063	.614

Summary of Results of Hypothesis Testing

The summary of the results from the test of hypotheses and the interpretation is given in Table 4.13. The decision to reject or accept the hypothesis was arrived at after comparing the SPSS t -value with the t -table value of 1.97, and the p -value with the .05 level of significance. The rule used was to reject the null hypothesis if the SPSS t -value was less than or equal to the t -table value of 1.97 (Creswell, 2014), or if the p -value was less than the level of significance ($\alpha = .05$). Table 4.13 shows how the decision to reject the hypotheses was taken and how conclusions were drawn.

Table 4.13

The Paired t-test Results of the Research Hypotheses

Research objective	Hypothesis	<i>t-value</i>	<i>p-value</i>	Decision
1. To examine the relationship between the VBL of the head teachers and the VBL of the preschool teachers in Kajiado North	H ₀₁ : There is no significant relationship between the VBL of the head teachers and that of the preschool teachers in Kajiado North	8.61	.001	Reject H ₀₁ : Result: There is a positive relationship between the VBL of the head teachers and that of preschool teachers in Kajiado North
2. To investigate the relationship between the VBL of the head teachers and CE in preschools in Kajiado North	H ₀₂ : The head teachers' VBL has no influence on CE in preschools in Kajiado North	6.91	.001	Reject H ₀₁ : Result: There is a strong positive relationship between the VBL of the head teachers and CE in preschools in Kajiado North
3. To investigate the relationship between the VBL of the preschool teachers and CE in Kajiado North	H ₀₃ : The teachers' VBL has no influence on CE in preschools in Kajiado North	.614	.001	Accept H ₀₃ : Result: There is no significant relationship between the VBL of the teachers and CE in preschools in Kajiado North

The linear regression analysis yielded the following results:

- (i) The head teachers' VBL significantly predicts teachers' VBL ($\beta = .79$, $t(44) = 8.61$, $p < .05$), hence the null hypothesis (H_01) was rejected and restated as:

H_{A1} There is a positive and significant relationship between teachers' VBL and head teachers' VBL.

- (ii) The head teachers' VBL significantly predicts CE ($\beta = .78$, $t(44) = 6.91$, $p < .05$), hence the null hypothesis (H_02) was rejected and restated as:

H_{A2} There is a positive and significant relationship between CE and head teachers' VBL.

- (iii) The teachers' VBL does not significantly predict CE ($\beta = .07$, $t(44) = .61$, $p > .05$), hence the null hypothesis (H_03) was accepted:

H₀₃ There is no significant relationship between CE and the teachers' VBL.

The overall result is that 68% of CE is explained by the VBL of both the head teachers and teachers, while 32% is explained by other factors, which were investigated through teacher interviews. The 68% was contributed largely by the head teacher's VBL, as depicted by the results from the enter method, where (X_1 , X_2) explained a significant amount of the variance in Y ($F(2, 38) = 41.16$, $p < .05$, $R^2 = .684$, $R^2_{Adjusted} = .668$).

Results from the Interviews

This section describes how the participants for the follow-up interviews were selected and the method used in the analysis, and presents the findings, analysis, and interpretation of the qualitative data based on the research questions and the results of the survey.

Selection of Respondents

Purposefully selected head teachers and preschool teachers were engaged in the interviews to best answer the questions that emerged from the analysis of the

questionnaires. More female than male, and older than younger teachers were interviewed to understand why female teachers dominated the preschool workforce and why the sample was skewed towards more elderly women than young women.

The selection of interviewees was done in the ratio of their population in the quantitative phase (76% female and 24% male), a ratio of three (3) women to one (1) man. For the sample of eight (8) participants, four head teachers and four preschool teachers were chosen, since they were to be paired into four schools as explained in Chapter Three. For the four head teachers selected, one male head teacher was included to give the sample a ratio of three women to one man.

Care was also taken to give school categories proportional representation (136 private and 14 public schools, a ratio of 10:1), hence one public school was included in the four schools selected. Among the participants chosen were some from the three cases (outliers) that were left out to improve the linearity of the variables (see the P-P plot, p. 115). To uphold research ethics, the confidentiality of responses was ensured by giving the participants pseudo-names, with prefixes “T” for teachers and “HT” for head teachers, and they were numbered from 1 to 4 for each category, thus the interviewees were marked as T₁, HT₁, T₂, HT₂, T₃, HT₃, and T₄, HT₄ (see Table 4.13).

Table 4.13

The Demographics of Respondents in the Qualitative Phase

Respondent	Age	Gender	School category
T ₁	30 - 39	F	Private
HT ₁	Above 50	F	
T ₂	40 - 49	F	Private
HT ₂	40 - 49	M	
T ₃	Below 30	F	Public
HT ₃	Above 50	F	
T ₄	40 - 49	F	Private
HT ₄	40 - 49	F	

Data Analysis Procedure

As mentioned in the analysis in Chapter Three, thematic analysis was used to understand the relationship between VBL and CE using the perspectives of the teachers while narrating the meaning of the concepts and explaining how citizenship education is taught. Thematic analysis is a method for creating patterns using participants' perceptions of the constructs on which the research focuses (Attride-Stirling, 2001; Boyatzis, 1998; Braun & Clarke, 2006; Tuckett, 2005). The aim of generating themes and studying their relationships is to understand the link between value-based leadership and citizenship education.

The relationships between themes help researchers to obtain answers to the research questions based on the human and social activities captured through the perspectives and experiences of the respondents. Although there are many approaches to doing qualitative analysis (Attride-Stirling, 2001; Braun & Clarke, 2006), some are complex and not systematic, and it is rather difficult to follow the analysis and interpretation of the findings (Akinyode & Khan, 2018). The review of the literature on qualitative data analysis revealed that analysis done step by step leads not only to a better understanding, but also to an accurate interpretation of the findings (Akinyode & Khan, 2018).

Braun and Clarke (2006, p. 80) state that there is no ideal method or framework for conducting qualitative research. What matters is how the framework solves the problem under inquiry, and how the questions are answered. In addition, the pragmatic paradigm adopted for this mixed-methods research gave the researcher the flexibility to choose methods that 'best answer the research questions' and allow the creation of "shared meanings and joint action" (Morgan, 2007, p. 67). The interviews were guided by the following questions:

1. What does VBL mean to the head teachers and preschool teachers in Kajiado North?
2. How is the concept of CE perceived by the head teachers and preschool teachers in Kajiado North?
3. In what ways is CE delivered, and how is the concept of CE perceived, by the preschool teachers in Kajiado North?

The researcher selected the five-step approach of thematic analysis (Attride-Stirling, 2001) to make it easier for the audience to follow the analysis and relate the findings to the research questions. The five-step analysis procedure includes data logging, anecdotes, vignettes, data coding and thematic networking. According to (Akinyode & Khan, 2018, pp. 166-167), the five steps are explained as follows:

Data Logging. Data logging is the process of collecting and recording data through various methods, for instance interviews, focus group discussions, observation, or any other method, and recording the data on a sheet. Other researchers (Easterby-Smith, Thorpe, & Jackson, 2008; Khan, 2008) refer to this step as documentation. The responses of the head teachers and preschool teachers to the three research questions were transcribed and verified with the participants to ensure that what was captured in the records was what the participants meant in their responses to the questions.

Anecdotes. These are the narratives that the researcher writes immediately after collecting the data from the field. Khan (2008) describes anecdotes as a chronological sequence of transformative actions that guide the researcher in reflecting feelings and building themes. The researcher wrote anecdotes by summarising the chronological sequence of the narrative explanation given by the head teachers and preschool teachers to each research question.

Vignettes. Vignettes are the researcher's narratives of anecdotes that help in establishing the credibility of the study. A vignette takes "a step further deep from anecdotes and reorganizes the multifarious dimensions of its subject for capturing, in a brief representation of the information that needs to be gathered over a period of time" (Akinyode & Khan, 2018, p. 166). For this research, the head teachers and preschool teachers who were selected as participants had the experience and the knowledge to respond to the research questions, owing to the long period of time they had spent in their respective schools. Vignettes are used to provide more detail about the phenomenon being investigated to help the readers gain a better understanding and be persuaded that the research findings are reliable (Akinyode & Khan, 2018). Akinyode and Khan (2018, p. 166) further argue that vignettes "allow higher level of interpretation beyond mere description, higher sense of understanding about the phenomenon and allow the capturing of themes".

Data Coding. Data coding is a process of breaking and categorising text to form descriptions and comprehensive themes from the data (Creswell, 2007, 2012b). It is a process that involves tagging texts related to a specific theme (Attride-Stirling, 2001). Miles, Huberman, and Saldana (2014) describe coding as an inspection of the separate portions of data for differences and similarities, either using the 'Open' or 'Axial' coding method. Miles et al. (2014) further explain that 'Open' coding aims to classify the separate concepts, while 'Axial' coding is mainly to designate the manner in which associations are made in innovative ways between the groups and sub-groups (Corbin & Strauss, 1990; Khan, 2008; Walker & Myrick, 2006).

For this research, Miner Lite version 2.6, which is free software for analysing qualitative data, was utilised to tag texts in response to each question that were related to specific codes. Coding aids in untying data into groups (nodes) or themes, so that data

from diverse sources can be ordered and linked simply. With significant themes coded in this manner, the researcher can later scrutinise and extract inspiring pieces and treat them as separate records (Akinyode & Khan, 2018).

Thematic Network. A thematic network is a means of establishing a thematic analysis of qualitative data (Attride-Stirling, 2001). There are different levels of themes, which Creswell (2012) categorises as ordinary, unexpected, hard-to-classify, major and minor. According to Creswell, ordinary themes are those a researcher might assume to find, unexpected these are those that are not anticipated to surface during a study but surprise the researcher, while hard-to-classify themes are those that contain ideas that are difficult to fit into one theme or overlap with several themes. Major themes represent major ideas, while minor themes are the secondary ideas in the database. In this analysis section, the researcher adopted Attride-Stirling's (2001) web-like format, in which the basic themes generate organising themes, and the organising themes converge to form the global theme – which stands for the research question (see Figure 4.4).

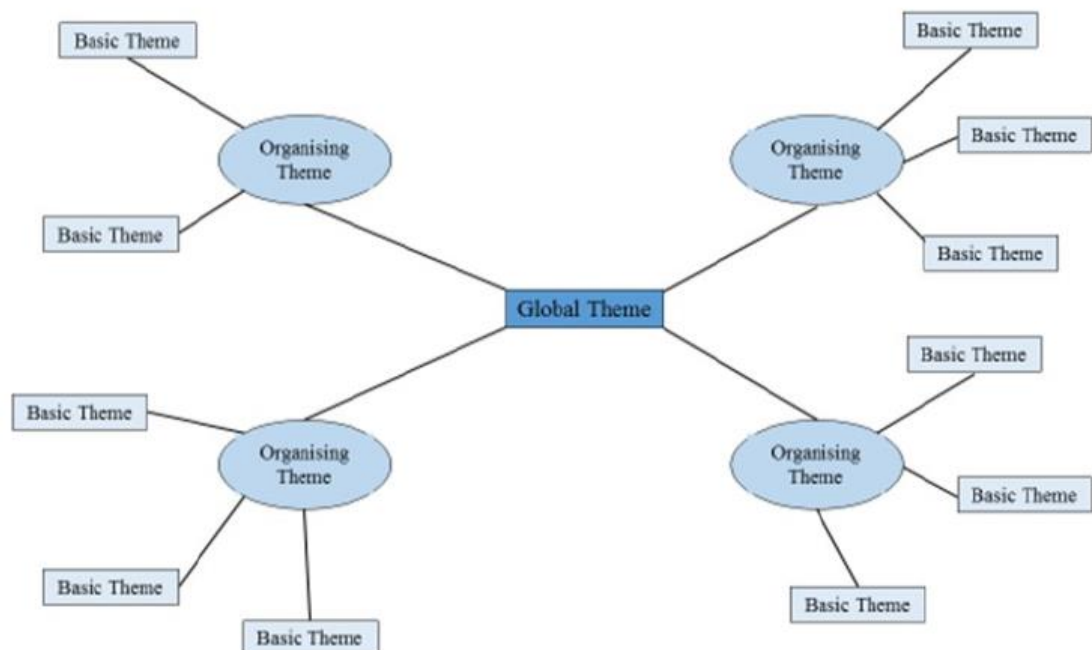


Figure 4.4. The structure of the thematic network
Source: Akinyode and Khan (2018, p. 167)

The five-step procedure (Akinyode & Khan, 2018) was adopted to generate themes and to use the structure of the thematic network (Attride-Stirling, 2001) to explain the relationships between VBL and CE in relation to the research questions.

What Counts as a Theme in This Research?

What was considered as a theme in this research was either a key word or a statement that participants gave as a common response to the research question, or responses that connected with each other. According to Christians and Carey (1989), a theme is a statement that tells the same story from different perspectives, or several different stories that connect with each other. The length of the theme depends on the researcher and the data being analysed (Braun & Clarke, 2006). The basic themes emerged from the responses of the participants, while the organising theme was the researcher's interpretation of the basic themes.

Findings from the Interviews

Interviews with eight (8) purposely selected participants comprising head teachers and preschool teachers were scheduled to find out the participants' perceptions of the concepts of VBL and CE. The inquiry also sought to find answers to specific questions that came up after analysing the results of the survey. For instance, the researcher needed to understand the positive relationships between VBL and CE, and the surprising finding that the VBL of the teachers was insignificant in relation to CE. Also, the inconsistencies in the practice of VBL in vision ($r_s = .000$, $p > .001$), and clear thinking ($r_s = .346$, $p > .001$) needed clarification by both teachers and head teachers. Whether training in the teaching skills they acquired in college was adequate to deliver CE in preschools, and the challenges faced by teachers while delivering CE in the classrooms, were also investigated.

Other issues were female dominance in teaching at the preschool level, and a preference for older women. Teachers were asked to explain why women dominated the preschool workforce and why older females were preferred to the young. In addition, the support teachers needed to effectively teach CE and prepare pupils to be responsible citizens was also investigated. All these inquiries were aimed at understanding the quantitative results and getting the best answers to the research questions as per the pragmatic philosophy.

The responses from all the participants were audio recorded and transcribed before analysing them. The audio-recorded files were transcribed using Otter.ai. Otter is a powerful application that auto-transcribes research interviews free of charge up to a defined limit, before charges are levied (Fernandez, n.d.). The transcripts were edited to remove redundancies before transferring them to Miner Lite for thematic analysis.

The data generated from the eight (8) participants was subjected to the Attride-Stirling (2001) five-step process to generate themes using Miner Lite v. 2.6. Miner Lite v. 2.6 was chosen because it is a free software for analysing qualitative data, unlike NVivo or Atlas.ti, which require licences before one can download and install. NVivo and Atlas have superior capabilities and are appropriate for analysing large volumes of qualitative data (Adu, 2019). The themes identified were organised using thematic networks (Attride-Stirling, 2001) and then presented in various formats under each research question for ease of interpretation.

The first step in thematic analysis is ‘data logging’. Data logging refers to the documentation of responses to the questions by the participants. This step was done accurately for all questions and recorded in the form of transcripts. The second step is ‘anecdotes’ and comprises a chronological sequence of transformative actions written by the researcher using participants’ responses to guide the description of feelings and the

building of themes. The third step, identified as ‘vignettes’, comprises a high-level interpretation of the chronological sequence of transformative actions that helped in identifying basic themes. The fourth step – ‘basic themes’ – is a set of key words or short statements that summarise the vignettes. The last step, namely ‘organising themes’, actually answers the research question, which is called as the ‘global theme’. This process was adopted to answer all research questions.

The Meaning of VBL from the Teachers’ Perspectives

Teachers and head teachers were asked to narrate what they perceived to be the meaning of value-based leadership. The interview texts (anecdotes) from the data logs (transcripts) that had links with perspectives on value-based leadership were tabulated and broken down into meaningful and manageable text (see Table 4.14). This process was repeated under each question until all the themes from all transcripts were generated.

Table 4.14

Teachers' Perspectives of VBL

Anecdotes	Vignettes	Basic theme	Organising theme
... value-based leadership is a lot to do with ethics and professionalism. I think you should come and do what you are supposed to do. The main goal for me is the child; how they are developing at every point, I must master each child, and for me, that is just value based ... T ₁	Performing duties in accordance with the job descriptions	Duties	Ethics and professionalism
... it would be where we help the people under us add value to what they are doing by using the correct material ... giving them an opportunity to grow so that as they learn or as they impart knowledge, they go through some form of training which will impact positively in their children ... HT ₁	Helping people grow and add value to what they do using the correct materials	Growth Resources Materials Training	Building capacity
... is leadership executed through values ... HT ₂ . As a leader you should be patient, should have respect, have ideas, and do proper communication and coordination. Coordinate whatever you are doing well-meaning, whatever they are doing, you should be able to coordinate what is happening there. Also, they should also inform us what is happening again, so that we are aware of what is happening there. In leadership we should respect one another, we should be patient and not lose temper in case things are not going the way we want.... HT ₃ ... it is something to do with good morals, good behaviour. Must be understanding, ready to assist, must be a faithful leader, a role model and trustworthy, your learners must trust you ... HT ₄	Leading by example through demonstration or by letting followers observe the qualities and values you possess as a leader	Patience Respect Have ideas Communication Coordination Awareness Compassion Good behaviour Morals/role model Understanding Ready to assist Faithfulness Trustworthy	Leading through values and qualities

Anecdotes	Vignettes	Basic theme	Organising theme
It means leadership that you see, it is quality leadership ... T3 it is democratic, where people are given the opportunity to air their views, they are given the opportunity to bring in new ideas which they will not be victimised for. You see at times if you bring in something new you will be taken as if you are overpowering the leaders, that you have the authority ... people should be democratic, should be allowed to express themselves and the ideas they bring forth, they should be given the space to practice without victimisation ... T3 For example, last week, I came to school wearing tracksuit because they are comfortable as they enable me to take pupils to the playground. I tried involving the parents to buy the same tracksuits for the pupils, but the administration took it negatively.	Enabling others to lead as you provide support	Democracy Support Innovation Creativity	Leadership that you see
... doing what you know in accordance with what children are supposed to do, do what you know, they learn from you ... T4	Being a role model to followers	Skills Competencies	Leading by example
Adding value to the teaching ... not sure ... that one I must think about it ... T2			No clue

The themes extracted from these meaningful and manageable data were organised using Word SmartArt, following the Attride-Stirling (2001) web-like thematic network. The basic themes emerged directly from the research data, but the organising themes were either direct or indirect, depending on the interpretation given by the researcher. Braun and Clarke (2006, p. 80) say that ‘themes emerging’ can be misunderstood to mean that they ‘reside’ in the data, and if we scrutinise keenly, they will ‘emerge’, like Venus on the half shell. Braun and Clarke further argue that, if themes ‘reside’ somewhere, they dwell in our minds from our thinking about our data and generating of relationships as we draw and interpret their meanings. For question 1, all the organising themes ‘emerged’ from the research data, except ‘capacity building’ which emerged from the mind of the researcher (Braun & Clarke, 2006) (see Figure 4.5).

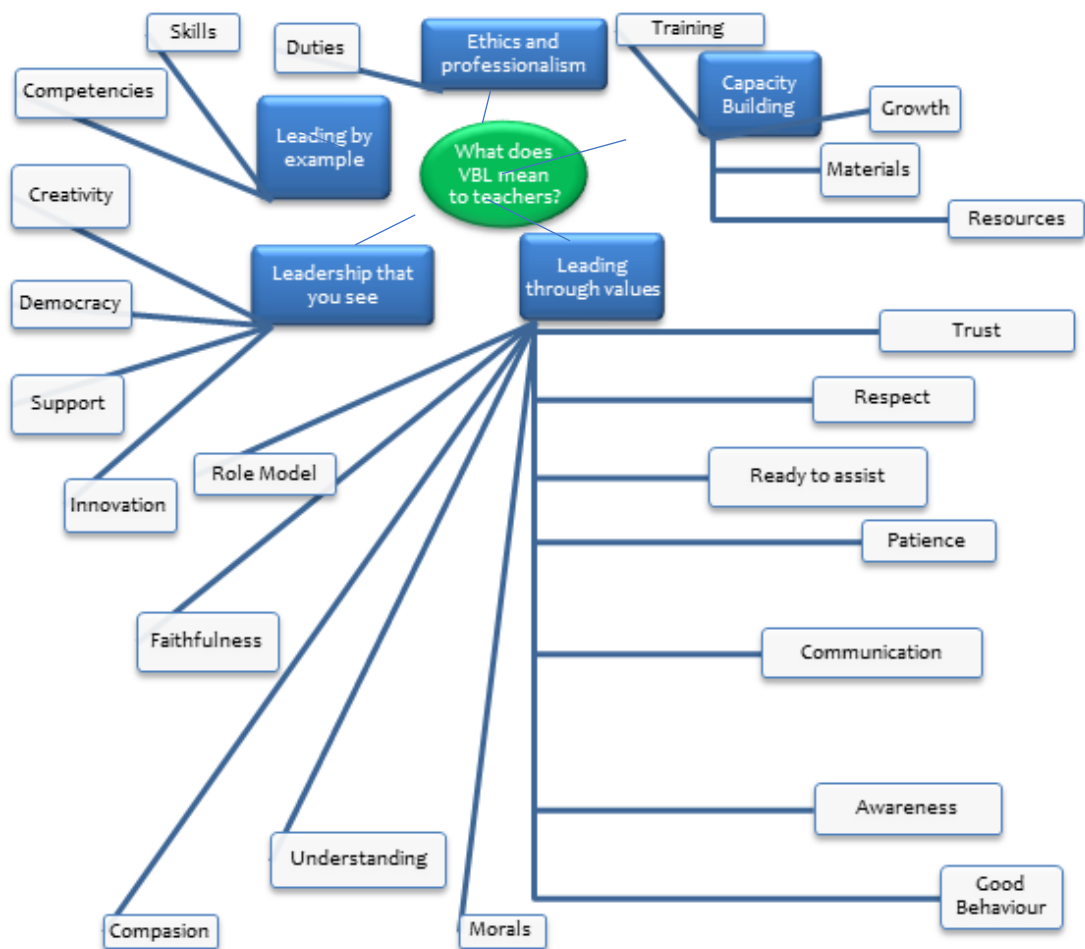


Figure 4.5. Teachers’ perspectives of VBL

Teachers differed in their perspectives of VBL, as illustrated in Figure 4.5. The themes that came up summarised the meaning of VBL as leading through values and qualities, leadership that you see, leading by example, helping people grow and adding value to what they do, and doing what you are supposed to do by observing professional ethics (see Table 4.14 for details).

Leading through values was the most popular perspective of VBL and was described by the head teachers. The head teachers narrated these values with ease, possibly because they were practising them in their place of work, or they had undergone some training on VBL, and the perspectives were still fresh in their minds. Some of the values communicated include respect, trust, inclusion (understanding and compassion), and integrity (morals and good behaviour), which resonate well with the indicators of VBL (Garg & Krishnan, 2003). When leaders possess these values, they do not think twice while acting or making decisions, because the values guide them to make the right decisions and assume a significant role in leadership (Vilma, 2018). The research on the values of school principals reveal that values serve as their compass and grant meaning to their everyday activities (Abu-Hussain & Essawi, 2014).

Other studies have demonstrated that values direct the character of people as individuals or collectively (as an organisation, community, or nation) (Cubukcu, 2014; Turkkahraman, 2014). While positive values, such as friendship, trust and creativity, help us to socialise with others and make a positive contribution to society (James, 2014) possibly restricting or potentially limiting values, blame, bureaucracy and status-seeking, on the other hand, do just the opposite (Vilma, 2018).

The second perspective of value-based leadership was also by the head teachers as “helping people grow and adding value to what they do”, as explained by HT₁. This was interpreted by the researcher to mean ‘capacity building’. The purpose of leadership is to

enhance other individuals, and the true measure of leadership is influence, therefore a value-based leader must be able to change the frame of mind or conduct of others (Reese, 2017). Educational leaders should not lead the organisation based upon principles of give and take, but rather based on the leader's personality and characteristics and on his or her ability to generate change and serve as a good example for those being led (Su-Tuan, 2011, cited in Abu-Hussain & Essawi, 2014). Borrowing from these literatures, a value-based head teacher must add value to what teachers do through activities. Leadership qualities must be conveyed by activities, generally in the manner in which the activities are led on an everyday basis, and less in words verbally expressed or composed (Heathfield, 2018), because action speaks louder than words.

Value-based leadership was also perceived as 'leadership that you see'.

This version was given by the teachers because they observe what their head teachers do daily. They see how their head teachers make decisions, how they react to teachers who are not up to standard in performing their duties, and even those who go out of their way to be creative in managing their leadership role in the school. One of the participants reported how the head teacher reacted when she used innovation in teaching her physical education lesson.

For example, last week, I came to school wearing tracksuit because they are comfortable as they enable me to take pupils to the playground. I tried involving the parents to buy the same tracksuits for the pupils, but the administration took it negatively (T₃).

A value-based head teacher should be respectful (when guiding the non-performing teachers) and inclusive (when accommodating the reactive and performing teachers). From a morals and values standpoint, head teachers have an influence on creating and strengthening individual, team, and school values (Northouse, 2015).

Although value-based leadership was perceived as 'ethics and professionalism', this perspective can be incorporated in 'capacity building', which seems to be the overall

organising theme. There was something similar in the way T₁ presented her perspective of VBL when compared with that of HT₁ (paired participants for case 1). For T₁, the meaning of VBL was described in detail.

Value-based leadership is a lot to do with ethics and professionalism. I think you should come and do what you are supposed to do. The main goal for me is the child; how they are developing at every point, I must master each child. And for me, that is just value based leadership because for you to achieve, it shows if you give your full dedication to what you are actually here for, and not dwell on things which are not necessary for you at that particular point, I think you will have a perfect leadership (T₁).

On the head teacher's part, VBL meant:

It is twofold. It would be where we help the people under us add value to what they are doing by using the correct material. I would also look at it this way, giving them an opportunity to grow so that as they learn or as they impart knowledge, they go through some form of training which will impact positively in their children. That is how I understand VBL (HT₁).

This was a single case that depicted consistency in the practice of VBL in the two ranks of teachers. Consistency in the practice of VBL in the two ranks was found earlier, in the quantitative phase, in the indicators trust, integrity, listening, respect and inclusion ($r_s > .7$, $p < .001$). The narratives in case 1, as explained above by T₁ and HT₁, is a confirmation of consistency in the practice of VBL within the two ranks of teachers.

The Concept of Citizenship Education as Perceived by Teachers

The follow-up question, 'How is the concept of CE perceived by the head teachers and preschool teachers in Kajiado North?', was posed by the researcher to understand the relationship between VBL and CE, and further to clarify the concept of CE, which remains a complex construct to date (Stephen & Gadda, 2017). Teachers and head teachers were asked what citizenship education meant to them.

Several categories emerged, comprising of teaching of values, equipping learners with knowledge on citizenship, to be good future citizens, and enlightening or making them aware of who they are. Most of the teachers perceived CE as equipping learners with

knowledge on citizenship, enlightening them to be aware of who they are, and making them responsible citizens in the future. A few of the teachers perceived VBL as the teaching of values (see Figure 4.6).

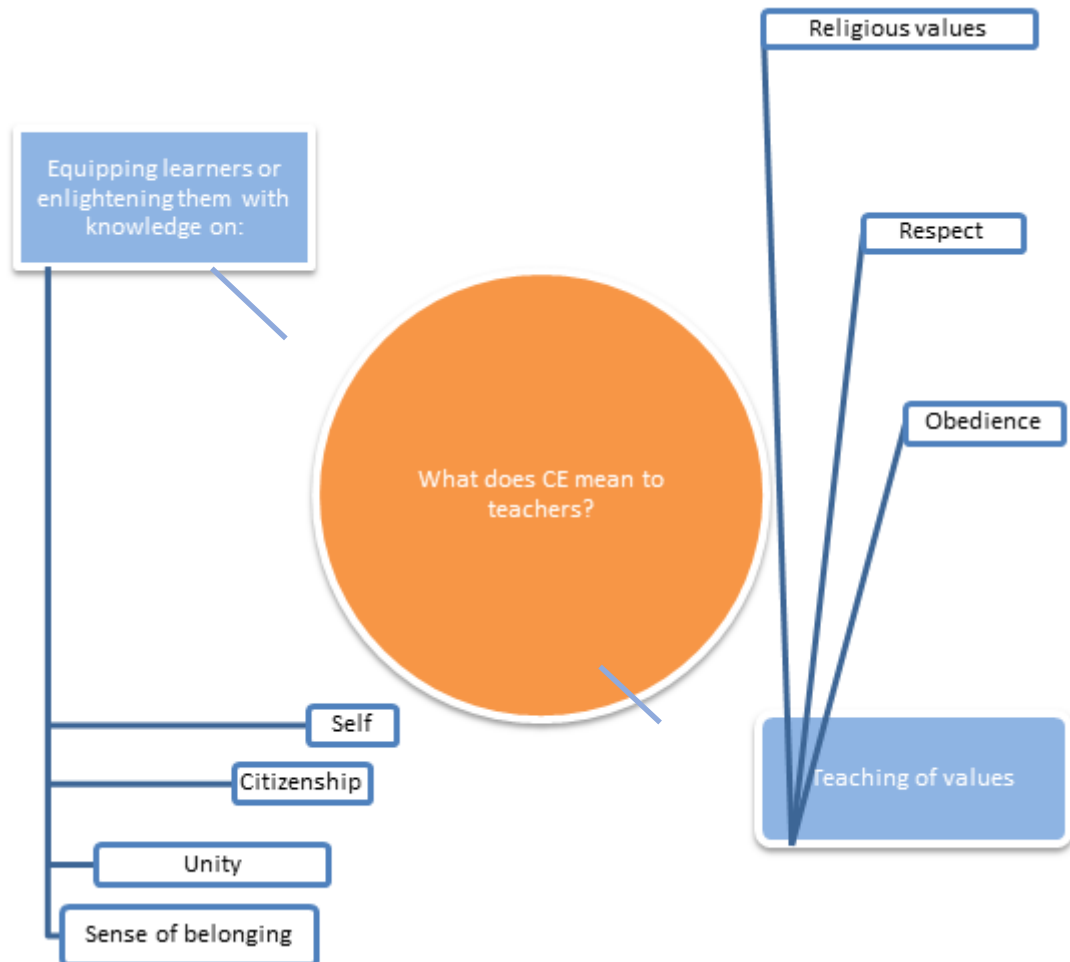


Figure 4.6. Teachers' perspectives of CE

The values taught in the preschools under CE, as reported by the teachers and head teachers, include obedience, respect, and Christian values. T₁ described how respect is taught in the preschool.

We do share and caring activities where we teach children how to respect and take care of their peers when they ask for something how should you like sort of share with them. You know before when they come it is just mine, mine, mine, so we want them to understand that when somebody asks for something nicely, you should give. Mostly we teach them how to use the three magic words; please, thank you and sorry, and what is the meaning of those words in the normal world and why should we use them. Okay (researcher – okay). We also do lessons about how to sort of you know we are talking about the senses how the senses affect the environment. Again, we do a lot of activities on how to be good to their peers, how

to be good to their teachers, how to respect their parents, and how to respect their elders because we have a lot of those problems in today's society (T₁).

Another participant had a similar way of teaching obedience alongside other moral values of society.

... there is a subject known as social studies where we teach children how to be good citizens. Also, we sometimes go out to collect garbage around. We teach them the moral values of society (HT₄).

The researcher became curious when social studies was mentioned and asked which moral values of society were taught. The participant revealed them as:

We teach children about respect, obedience, and Christian values (HT₄).

What the researcher picked from the comparison between the perspectives of the teaching of values in CE in the two ranks (teacher, head teacher) is that, while T₁'s approach to teaching values was consistent with the recommendations of the preschool curriculum (KICD, 2017), HT₄'s perspective seemed to have come from experience, where children in the upper primary and secondary school were taught values under Social Education and Ethics (SE,E) which is not in the current preschool curriculum.

Regarding the second perspective, which was 'equipping learners and enlightening them on knowledge' about self, citizenship, sense of belonging and unity, the participants differed greatly in their approaches to teaching CE, as illustrated by the following:

Citizenship education to me means teaching children values that would make them good enough to mingle with the people outside and be responsible citizens. We want to teach them things about how to help others, those who don't have or who are less fortunate, and we compare different situations like we talk about slums, about those things and then we want them to understand on how they can help those individuals to become part of the society. As young as they are, children do community service with their parents, so they know (T₁).

Citizenship education enlightens pupils, it makes them aware of their existence (T₃).

Citizenship education, to me, means teaching the values and morals to make the children know about their country, their citizenship and how to relate together, then how to interact (T₄).

Citizenship education means equipping learners with knowledge to know someone can acquire his or her citizenship, how somebody belongs to a country (HT₂).

Giving education to all the citizens. It means giving education to young children to enable them to be good citizens in future (HT₄).

One very interesting observation in these extracts is that, while the teachers viewed CE as values and morals that shape the pupils into responsible citizens (T₁ & T₄), the head teachers held different opinions and reported CE as educating pupils on who they are and their sense of belonging – characteristics that make children patriotic to their country. I believe the teachers were quite close to the form of appropriate CE for preschools, which “encourages moral ethics” (Lin, 2013, p. 2) that shapes the character of pupils (Lickona, 1996; Westheimer & Kahne, 2004). The differences in perceptions of CE invigorated the researcher to further investigate the activities in which teachers engage pupils when learning during CE lessons. After summarising the meaning of CE from different perspectives, the teachers were asked several questions based on activities, challenges, support, and skills. The challenges narrated, and the support and skills reported, helped in understanding the relationships established in the first phase of this research.

Pupils' Citizenship Education Activities in Kajiado North

When asked what kind of activities they use and how they teach CE in the preschools, teachers enumerated numerous activities organised around four themes: class activities, environmental activities, national activities, and social activities (see Figure 4.7). The activities teachers presented were in line with the recommendations contained in the preschool curriculum (KICD, 2017).



Figure 4.7. CE activities in Kajiado North preschools

In class activities, the teachers showed pupils how to take care of themselves by saying sorry when they offended others, how they should share items like snacks, use the magic words – ‘please’ and ‘thank you’ – and how they should take care of their personal items, including school property. The teachers demonstrate these activities in class, while the pupils observe and are guided to do the same when the situation arises in school. Pupils are also taught how to respect their teachers, parents, elders, and each other senior members of society.

Environmental activities are important in the preschool curriculum (KICD, 2017). Pupils are taught how to keep the environment clean. They are involved in collecting litter in the school compound and are shown how to plant trees and wash their hands afterwards. Pupils are shown how to wash hands after using the toilet and before they take meals to

maintain self-hygiene. Environmental activities inculcate values of care and sharing in children that teach life skills for health and safety.

The purpose of national activities is to nurture patriotic qualities in pupils. They are taught how to sing the national anthem. Teachers encourage the parents to take their children with them when they attend national day celebrations. The results of the interviews showed that pupils spend most of their time in social activities. Children are taken around the school to see how school employees work and socialise.

Most of the class activities were formulated around play and games that children love. Apart from the fun that games give children, they socialise and learn leadership skills. Games also help children to develop important values, for instance endurance and patience. Some activities come in the form of singing, which makes children work together and inculcates the virtue of unity. Unity is an important virtue, as it makes children from different cultures and religions work together. One teacher reported on activities that unify all children to feel equal and promote respect for each other.

There are assorted activities that children do. Beginning from where they come from, they have different backgrounds and they have different languages which they value, so the teachers will only use one medium of communication (English) which helps them synchronise as one. There are many activities like singing games which help children work together as a group. They also incorporate activities like having a cultural exhibition that expose children to many cultures. They become aware when they are dressed in different attire, or even during assemblies, the theme teachers pick is geared towards that. So, it makes the children aware and it also teaches them to respect one another, it does not matter from which background or religion. At this moment they are all the same and for that reason, they need to do one activity that unifies them all, for example a school prayer which is not leaning towards any religion (HT₄).

From the activities described by the participants, the role of the teacher is vital in citizenship education. The head teachers and teachers in the preschools have the responsibility to inculcate societal and citizenship values for the survival of the society and the sustainability of development. Studies have shown that preschool is an important institution for a child's growth (Arslan, 2010). In preschool, pupils mingle and begin to

acquire social qualities, demeanours, and related conduct (Dinc, 2011). Johansson et al. (2014) guarantee that instruction in these qualities should begin in the preschool years since this will contribute to a tolerant and capable society. Jarc (2014) discovered that preschool pupils from the ages of three to six are very vulnerable to the development of character and conduct. Teachers said they would love to see the children flourish after going through CE, but reiterated that some encounters prohibited them from realising their dream.

The Challenges Encountered While Teaching Citizenship Education

Teachers encounter a myriad of challenges while teaching CE in preschools. Among those narrated include the home environment, different learning abilities and abstract content, lack of learning materials, and limited teaching skills or training, especially in the new competency-based curriculum (CBC). Specific details of the challenges in the neighbourhood affecting learning at home were reported by the participants:

Children learn in school but at home, they are not taught. They are not taught cohesion, because, you know, in the neighbourhood, people may be quarrelling, and it affects what they learn here (T₃).

There are so many challenges, but the background of the children is the main challenge. The home they come from you know some parents do not have time for their children, so they are being raised by drivers and house helps at home who do not really instil any sort of discipline in the children. It is our responsibility to teach that child what is good, what is bad, what is not appropriate behaviour, and what is the most appropriate behaviour. So mainly it is the home background because we get children from well-off families where parents are arrogant, and those who can even mistreat the people taking care of their children (T₁).

The literature presents varied views on the influence of parents and that of the school on the values learned by pupils under citizenship education (Cirila et al., 2018). Parents have the responsibility to transmit values to their children, especially from birth until the age of three, when the children start going to school. Children learn cultural as well as family values from their parents and from other older members of the society (neighbourhood) (Cirila et al., 2018).

The impact of cultural and spiritual beliefs, and customs conveyed by parents at home may pose a challenge to the teaching of values in school. For example, in spiritual matters, Muslim and Christian families may differ on some issues of faith; for instance, how to pray and when to pray. The global value in such circumstances is respect for each other's faith, which enables people to coexist and live in harmony. Different tribes live in Kenya, and values that cause all of them to work together should be emphasised at the family level through several individual and group activities that teach morals and ethics (Lin, 2013).

The family is the most essential organisation that transmits values from age to age and prepares children for their lives in the public, as it is the principal social structure in which people are conceived, raised, prepared and protected (Sengun, 2013). Empirical studies have demonstrated that parental influence on the values learned in school is strong in societies dominated by a single ethnic group, but in those whose ethnic diversity is high, the family influence on values learned is negligible (Alba & Foner, 2015; Thijs & Verkuyten, 2014). The location where this study was conducted is home to many migrants from provincial regions working in the city of Nairobi (Ngugi et al., 2013, cited in Oriedo et al., 2018, p. 1059), hence the ethnic diversity is high. These findings justify why parental influence was assumed negligible in this study.

On the challenges that originated specifically from the child, participant T₂ presented a challenge and a solution to address it.

We have children with different learning abilities, especially slow learners; slow in remembering a certain colour or recognising some sound etc. We keep repeating the content to give them opportunities to get the content (repeat different pictures and sounds) (T₂).

Another participant touched on the issue of content that, in the view of the researcher, was not appropriate to preschool pupils. The participant reported the challenge by providing the following facts.

When we are teaching this citizenship at times, like the laws of the country, sometimes it becomes a bit hard to explain to the children ... the children are too young to understand. Their ability to understand these laws and even to tell them that they are found in the constitution booklets, they ask questions whose answers are difficult to explain to them. Even telling them the structure of the government is a bit hard for preschool children (HT₄).

As the participant narrated this challenge, the researcher coined the organising theme for this type of challenge as ‘lack of teaching skills and training’ (see Figure 4.8).

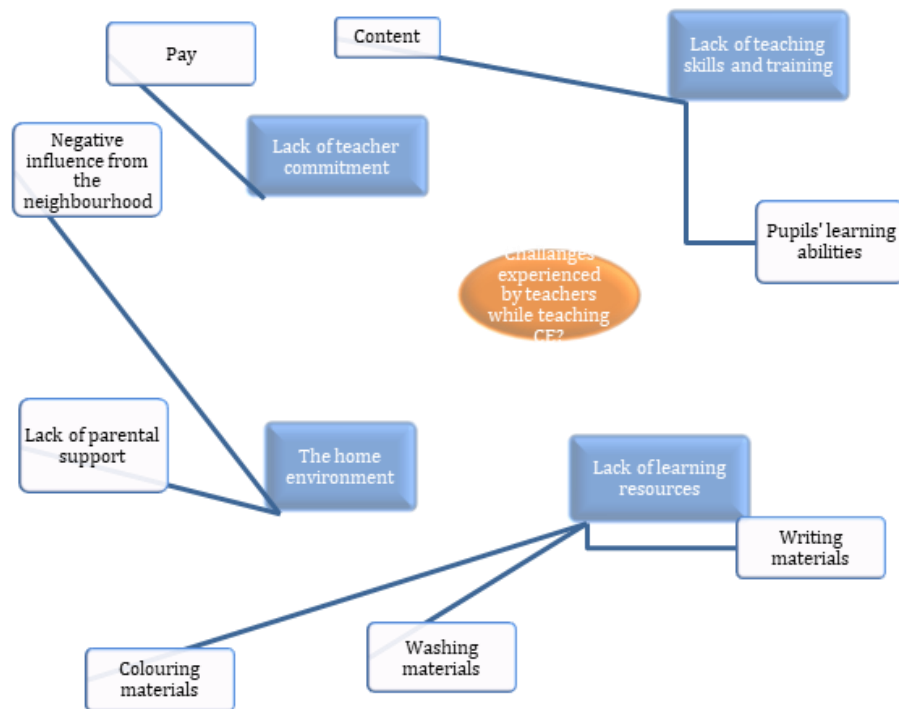


Figure 4.8. The challenges experienced by teachers while teaching CE

The other challenges were mainly school based or has something to do with the government of Kenya. Lack of teacher commitment primarily because of low pay was associated with the reluctance by the government to pay competitive salaries as perceived by the teachers. There was also insufficient provision of learning resources, and materials due to limited finances . Low pay for preschool teachers in Kajiado North is consistent with the findings of studies conducted by Apple (2013) and Lynch (1999), who identified teaching and nursing as the least prestigious and least compensated professions. The issue of pay was mentioned by T₂ when asked why older females dominate teaching and why

there are no male teachers in the preschool classrooms. Participant T₂ stated that “[o]lder teachers show children motherly love” and “[m]ale teachers don’t like teaching in a low-rated job with little pay like teaching preschool children ..., they like working in more prestigious professions with hefty packages”. The other participants gave other reasons, as follows:

Yes, there is a very big reason for this. In 1994 to 1999, there were very many cases of rape ... very many cases of small girls being raped in school. After the new constitution was made, there are male teachers in class teaching subjects like music and things like that, but the main teacher in class who is with the children must be a female to avoid those situations ... I think schools are looking for experience. If you are an experienced teacher nowadays you get offers and not only in teaching but in many other professions. This is because young teachers are not very serious. They are just doing it for the sake of getting an extra coin or a pay. The older teachers are very experienced, they know what goes on, and I think that is of benefit (T₁).

There is a reason because male teachers are a bit rough when handling children unlike female teachers who handle them with motherly love. When you are a parent you understand the child more. May be the pay also ... for a man it is a bit challenging to change diapers when the children require such a service! (T₂).

... I just think it is because male teachers do not have that experience of handling little children. They do not know how to nurse children, let me say that ... Now, let's take an example where a preschool baby, maybe has soiled oneself, so you will see them when they are washing that baby, or cleaning, they will feel frustrated, they feel so bad but as a mother, you feel you are nursing your own child (T₄).

To address the challenges, the researcher asked the teachers if they needed any support. They were asked to describe the support required for them to effectively teach CE and lead pupils in the classroom. The following are the findings.

The Support Needed by Teachers to Teach Citizenship Education

The success of CE depends on an assortment of factors, including the provision of learning resources and facilities, a friendly and spacious environment where pupils can interact and play freely, support from parents, support from the school administration, proprietors and the ministry of education, motivation, and training. These factors are

grouped into two themes, specifically ‘parental support’ and ‘support from school, government and proprietors’, as indicated in Figure 4.9.

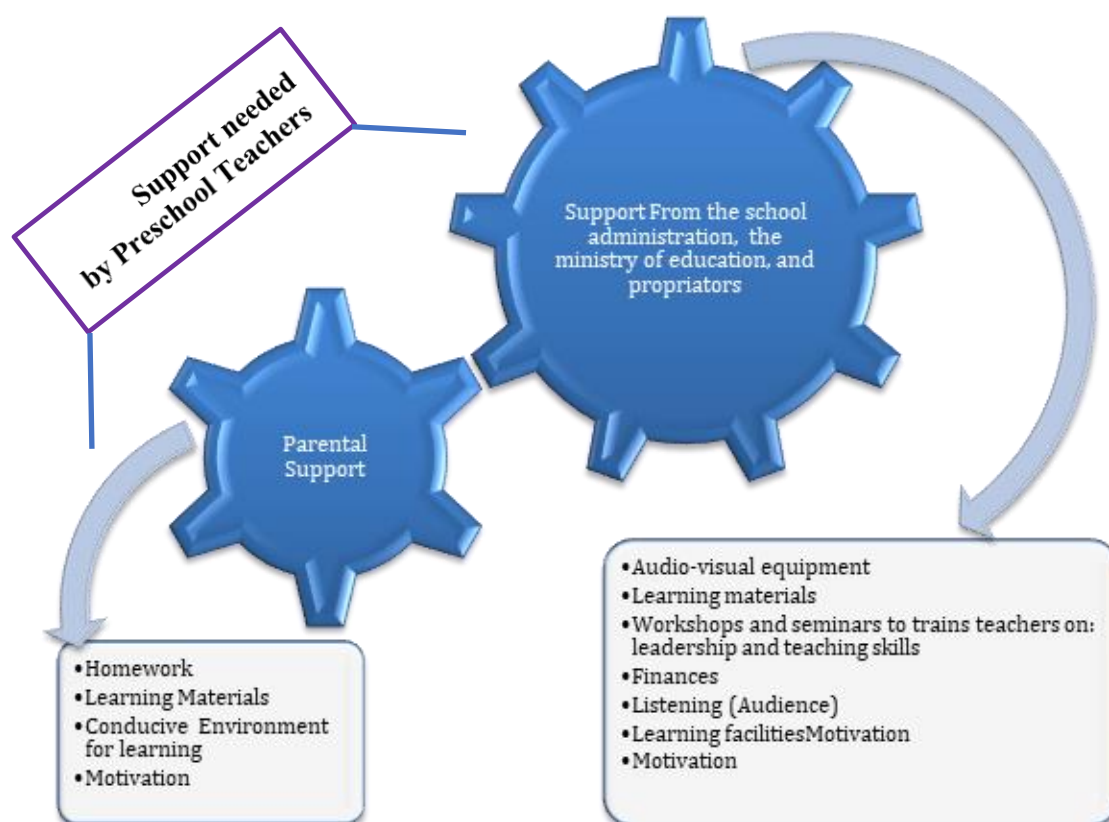


Figure 4.9. The support required by teachers to teach CE effectively

The support from home was explained as follows:

I feel as a teacher the best part is the triangle. We call it the triangle where the child is first then the parent and the teacher. If we have that complete triangle for the teacher to achieve the goals, it is very easy if we have the support from home. And in terms of discipline, if you have the parents supporting you at every point, I think for the child it becomes very easy (T₁).

The kind of support that a teacher may need to be an effective leader in the classroom, you need cooperation from the parents, because you need to know the type of the children you have. For example, you are doing admission, maybe the child might have a special need and you need to know that from parents. So that one after knowing the child, then you know, how to handle (T₄).

we are a private school, we have the teacher and, we have the director forming the school administration. So, the director is the one who is above me. Sometimes when I need money, for example, when we have a project, the director should provide money ... in a case where that project needs money... (HT₄).

From the stories of the participants, the researcher figured ‘parental support’ as an organising theme, in terms of which parents cooperate with teachers in providing some learning materials for the children and supporting the child to do homework, cooperate in matters of discipline to shape the character of the child, and cooperate in matters of health and in any other beneficial way.

The other organising theme was ‘support from the school, the ministry of education and proprietors’. In terms of learning materials and physical facilities, the head teachers require the support of the proprietors in the case of private schools, and from the ministry in the case of public schools. Teachers require the support of the school in coaching and mentoring (head teacher), and support from the ministry and proprietors for their professional development (training and remuneration). The special category of support required by preschool teachers was leadership skills.

The Essential Leadership Traits Required by Preschool Teachers

The skills acknowledged by teachers as crucial in a preschool environment were summarised as leadership skills and teaching skills. Leadership traits include honesty, hard work, dedication, responsibility, focus, vision, awareness, listening and communication (most depicting the indicators of VBL). The teaching skills required consist of communication skills, ICT skills, and knowledge on the competency-based curriculum (see Figure 4.10).

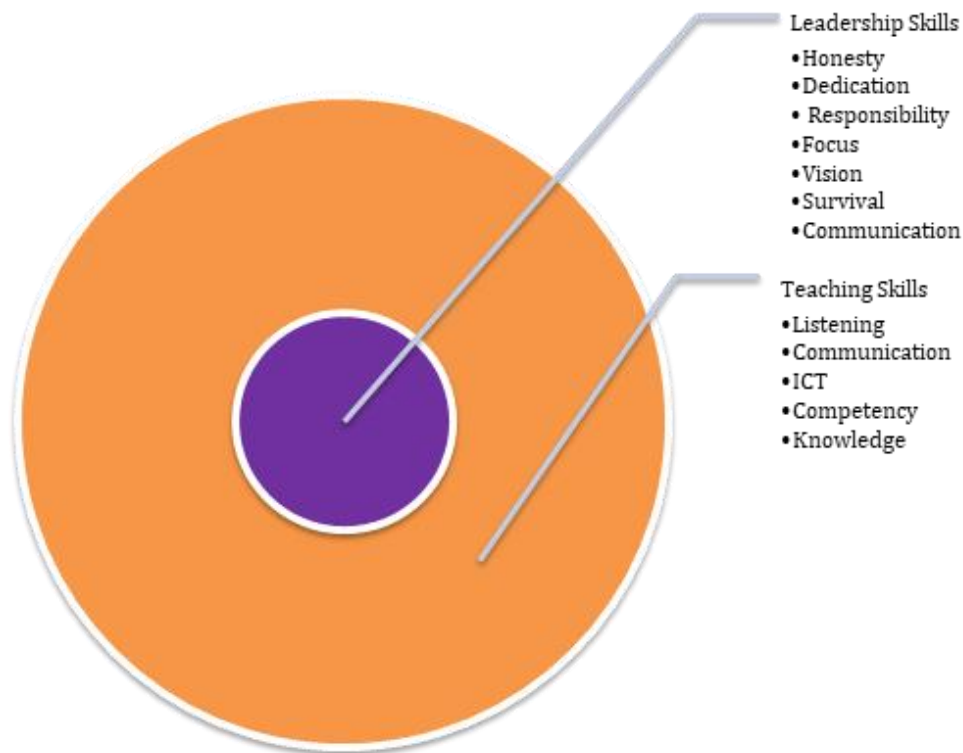


Figure 4.10. The essential leadership skills required by preschool teachers

The descriptions of leadership and teaching qualities were well presented by the participants.

If you compare the old curriculum and the new one, the new one involves a lot of material use. In the new curriculum, the new curriculum requires the involvement of the parent, the teacher, and the child The skills we are using are not enough (T₂).

Listening skills, communication skills, and have a positive attitude while we are working for our children. Yeah (HT₃).

I think you must be very honest first, be very positive and pass a negative comment or negative behaviour through positivity because these children are still growing, so there is no negative part in children. You must make the negatives into more positives. Honesty is the best policy. I think it's good to let the parents know what is going on, but I take an offense when the teachers inform parents about minor disciplinary issues because me as a leader, I would want to solve the problems in school. These problems are my responsibility so why should I keep calling the parent and telling the parent that today your child has scratched, today the child has beaten ... today ..., how did you as a teacher make a difference in that child's life for him or her to stop? Later on it can be relayed to the parent, but you have to change the child before you actually even tell the parent because parents don't want to hear anything negative about their children, they want to hear a lot of positive, and an honest leader, a hard-working leader, a leader who knows what exactly to do in the class and one who is completely focused on the children, those are the qualities that make a great leader in the classroom (T₁).

Number one is leadership skills. Also, social skills, social values such as cohesion, life skills, skills of living with one another, skills of love, living with each other (T₃).

First, you must be a trained teacher, you have gone to college, you get the skills from there, so when you come you must be able to deliver it well, teach well and maybe to role-play it (HT₄).

... When we are dealing with citizenship and there are materials which would help the teachers teach the topic citizenship which I must be aware of. This awareness will help me make a follow-up and ensure my teachers have them (HT₁).

The descriptions of the skills required in leadership and teaching portrayed a relationship between the VBL of the teacher and CE that was not clear. The researcher followed up, utilising the teachers' experiences, to confirm if such a relationship exists. The following are the relationships confirmed by the participants.

They might have a bit of correlation because when you are talking of citizenship and you are talking of values and weighing which one you are trying to instil in children, to me they kind of work together. Because if we instil the correct values in children, where they learn the manners, respect and all that; and then when we are talking about citizenship, we also want to bring up children whose virtues and values are correct, in a way they correlate (HT₁).

In leadership we should respect one another, we should be patient and not lose temper in case things are not going the way we want. Being patient and respecting one another's ideas and choices. Respecting others' views however trivial they may be, makes us embrace one another and work in harmony (HT₃).

Okay, they are related in that when you are a good citizen, you must have all those values. You cannot be a citizen who is not trustworthy, who is not a role model to society. You must be trusted that is, you must be disciplined and obedient to the country and to everyone. The two are related in one way or another – that is the way I understand (HT₄).

I am not sure since I do not know what value-based leadership is (T₂).

When the leader is accommodative, that is accepting, it is like embracing citizenship education. When leaders are accommodative, they listen, they are accepting- they cultivate good citizenship in a way (T₃).

The existence of a positive relationship between VBL and CE was confirmed by both teachers and head teachers. There was only a single case where a participant did not know what VBL was, hence was unable to establish a relationship between the two constructs. Two organising themes were created by the researcher from the excerpts, viz.

‘The relationship between VBL and CE exists. Both share common values’ and ‘Not sure if the relationship between VBL and CE exists’ (see Figure 4.11).

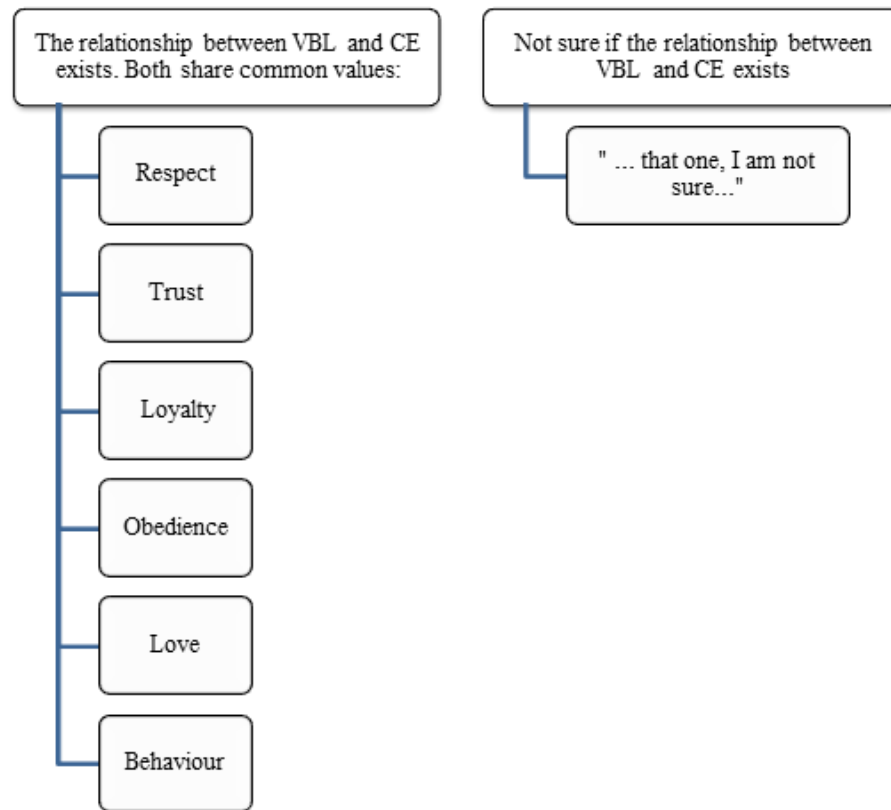


Figure 4.11. The views of teachers on the relationship between VBL and CE

In the responses, all head teachers confirmed the relationship as positive, while one teacher admitted not knowing what VBL was and had not heard about it before nor come across it in research. The relationships between VBL and CE that this research investigated may have revealed the extent to which the pupils’ character is shaped.

Teachers play a key role in citizenship education because they select what to teach and how to teach pupils (Khan & Malik, 2013; Mutch, 2005, p. 62). The success of teaching CE in preschools depend on many factors, but this research investigated the effect of teachers’ value-based leadership on CE and the implications of this on the preschool education of the pupils. A systematic review conducted by Deakin et al. (2004, p. 35) of the effect of CE on the provision of schooling found that:

the quality of dialogue and discourse is central to learning in citizenship education; ... students should be empowered to voice their views, and to name and make meaning from their life experiences; contextual knowledge and problem-based thinking can lead to (citizenship) engagement and action; engagement of students in citizenship education requires educational experiences that are challenging, attainable and relevant to students' lives and narratives; opportunities should be made for students to engage with values issues embedded in all curriculum subjects and experiences; a coherent whole-school strategy, including a community-owned values framework, is a key part of leadership for citizenship education; participative and democratic processes in school leadership require particular attitudes and skills on the part of teachers and students; listening to the voice of the student leads to positive relationships, an atmosphere of trust and increases participation.

The highlights resonate well with the characteristics of VBL that a teacher should possess to effectively lead pupils in the learning process (O'Toole, 1995). Other studies have established that activities in which teachers engage pupils to demonstrate responsibility are effective if the teacher's values that drive such responsibility are in-built or 'self' (Heater, 2004; Sparrow, 2005). In view of these findings, VBL seems to fix CE issues in schools. The researcher believes that if life skills, ethics and values are effectively inculcated in pupils at a young age, what they learn can help them to make the right choices later in school and adult life. These life skills include living values, moral values, and social responsibility, and form the behavioural characteristics of preschool pupils (Chi et al., 2006). These values and ethics that they learn are assumed to help pupils decide and make the right decisions in school, especially to say 'no' to any influence that leads them to act unethically, for example to engage in examination dishonesty. These assumptions can hold true if the ethics, values, and skills learned are retained throughout the school cycle and practised during adulthood.

Integrated Findings

Integration is the explicit combination of quantitative and qualitative findings in mixed-methods research (Creswell & Plano Clark, 2011). In the explanatory sequential design adopted for this research, interview questions were used to follow up the inquiries

that arose from the results of the first phase (Creswell, 2015). An interview question display (IQD) links the initial quantitative results with the follow-up qualitative findings for the purpose of explaining what was not understood in the initial results (Guetterman, Creswell, & Kuckartz, 2015). Furthermore, the information presented in the quantitative area depended on the researcher's selection of what data needed further explanation (Guetterman et al., 2015). The data selected can contain significant, non-significant, unexpected or outlier result (Creswell & Plano Clark, 2011). This research utilised an IQD matrix to explain the results and findings. The results from the first phase and the findings of the second phase indicated convergence and divergence in some areas, as explained under each question.

The Relationship Between the VBL of the Two Ranks of Teachers

The overall mean scores and standard deviations of the respective indicators from SPSS 25 placed the level of head teachers' VBL and that of the preschool teachers at almost the same levels ($M = 4.19$, $SD = .66$, and $M = 4.12$, $SD = .46$ respectively). Individual indicators of VBL exhibited consistency of practice in most of the indicators, except in vision ($r_s = .000$, $p > .001$) and clear thinking ($r_s = .346$, $p > .001$), where inconsistencies were found. Despite inconsistencies in the two indicators, the rest, including integrity ($r_s = .71$, $p < .001$), trust ($r_s = .777$, $p < .001$), listening ($r_s = .733$, $p < .001$), respect ($r_s = .760$, $p < .001$), and inclusion ($r_s = .898$, $p < .001$), showed highly significant correlations whose average might have tilted the results to give overall consistency in the practice of VBL by the two ranks of teachers (see Table 4.4).

A multiple linear regression analysis was carried out to investigate whether head teachers' VBL (X_1) and teachers' VBL (X_2) could significantly predict CE (Y). The results of the regression revealed that the model explained 68% of the variance, and that the

model was a significant predictor of CE, at $F(2,38) = 41.16, p < .05, R^2 = .684, R^2_{\text{Adjusted}} = .668$ (see Table 4.9). The final predictive model was:

$$\text{CE} = .562 + (.784 * \text{Head teachers' VBL}) + (.070 * \text{Teachers' VBL}).$$

While the head teachers' VBL (X_1) contributed significantly to the model ($\beta = .786, p < .05$, the teachers' VBL (X_2) did not ($\beta = .070, p = .063$). The results from the paired t -test showed that the head teachers' VBL significantly predicted the teachers' VBL ($\beta = .79, t(44) = 8.61, p < .05$), hence there is a positive and significant relationship between the teachers' VBL and the head teachers' VBL

The follow-up interview sought answers to explain the relationship between head teacher' VBL and teachers' VBL and produced similar findings, which confirmed the positive relationship. The findings from the interviews portrayed consistency in the practice of VBL in the two ranks of teachers when they were describing the meaning of VBL. For example, T_1 gave the meaning of VBL as 'doing what you are supposed to do by observing professional ethics in class', a position echoed by HT_1 , who presented the meaning as 'equipping the teachers to do their work by providing learning materials and empowering them through training to help them in observing professional ethics'.

The Relationship Between the VBL of the Head Teachers and CE

The result of the measurement of CE was a high mean score ($M = 4.12, SD = .46$), an indicator of good implementation of CE in the preschools in Kajiado North. At the 5% level of significance, the paired t -test results established a significant and positive correlation between the head teachers' VBL ($M = 4.19, SD = .66$) and CE ($M = 4.12, SD = .46$), $t(44) = 6.91, p < .05$.

These results were supported by the findings from the interviews. When teachers were asked to state if a relationship exists between VBL and CE, all head teachers confirmed that a relationship of some kind exists. For instance, HT_1 related citizenship to

VBL through the teaching of values, and argued that the teacher instils values through two styles: modelling (leading through values as children observe) and instruction (showing children how to behave or act ethically using demonstration).

The Relationship Between the VBL of Teachers and CE

Contrary to the results obtained on the impact of head teachers' VBL on CE, the teachers' VBL ($M = 4.07$, $SD = .66$) exhibited a weak but positive and non-significant correlation with CE ($M = 4.12$, $SD = .46$), $t(44) = .61$, $p > .05$ (see Table 4.7 & Table 4.11). While all head teachers had an idea of what VBL was, some teachers had no clue of what VBL was, hence the lower rating by teachers. The other factor that explains the lower rating is lack of leadership skills in teachers. This was confirmed in the second phase, where it was found that teachers needed "... support in training ... More training on leadership ..." (T₃). Head teachers seemed to have had some training in leadership, as suggested by the statement, "... the support teachers need is leadership skills ..." (HT₂), meaning they did not need training, although the teachers needed training (see Table 4.14).

A follow up that assessed the CE activities during the interviews confirmed that teachers engage pupils in environmental activities that teach the skills and values under the theme of care and sharing. Children are taught; how to sort colours and match pictures that teach communication skills and impart knowledge, and games that teach children social skills, communication, and leadership skills. The activities that teach children the listed skills and values seem to explain the weak positive correlation between teachers' VBL and CE, because teachers instil values in children through modelling (leading by example) and through demonstrations, as explained by T₃ (see Table 4.15). Although positive, the insignificant result is explained by the fact that teachers lack VBL training, as confirmed by the 'no clue' tag when T₂ had to explain the meaning of VBL. This will have some

implications for CE in preschool institutions. The summary of the findings from the two phases of this research is presented in Table 4.15.

Table 4.15

The Relationship Between VBL and CE

Research Q1:	What is the relationship between the VBL of the head teachers and the VBL of the preschool teachers in Kajiado North?			
Associated survey theme	Quantitative data	Qualitative data examples	Associated qualitative code	Data convergence label
A strong and consistent practice of VBL exists between head teachers and teachers in Kajiado North.	The head teachers' VBL significantly predicts teachers' VBL ($\beta = .79$, $t(44) = 8.61$, $p < .05$. $r = .60$	Value-based leadership has a lot to do with ethics and professionalism. I think you should come and do what you are supposed to do ... (T ₁), the same view as ... we help the people under us add value to what they are doing by using the correct material ... (HT ₁)	Professional ethics	Confirmed

Research Q2: What effect does the VBL of the head teachers have on CE in preschools in Kajiado North?				
Associated survey theme	Quantitative data	Qualitative data examples	Associated qualitative code	Data convergence label
A strong and positive relationship exists between head teachers' VBL and CE	The head teachers' VBL significantly predicts CE ($\beta = .78$, $t(44) = 6.91$, $p < .05$), $r = .825$	... if we instil the correct values in children, where they learn the manners, respect and all that, and then when we are talking about citizenship, we also want to bring up children whose virtues and values are correct, in a way they correlate ... (HT ₁).	Teaching of values	Confirmed

Research Q3:		What influence does the VBL of the preschool teachers have on CE in preschools in Kajiado North?		
Associated survey theme	Quantitative data	Qualitative data example	Associated qualitative code	Data convergence label
A positive but insignificant relationship exists between teachers' VBL and CE	The teachers' VBL does not significantly predict CE ($\beta = .07$, $t(44) = .61$, $p > .05$), $r = .536$	I am not sure since I do not know what value-based leadership is ... (T ₂).	Lack of training	Confirmed

Overall result	To what extent does the VBL of head teachers and teachers shape CE in preschools in Kajiado North?			
Associated survey theme	Quantitative data	Qualitative data examples	Associated qualitative code	Data convergence label
There is a strong link between VBL and CE	The combined effect of the head teachers' VBL and that of the teachers explains a significant amount of the variance in CE ($F(2, 38) = 41.16, p < .05, R^2 = .684, R^2_{\text{Adjusted}} = .668$).	While VBL is leadership executed through values ... (HT ₂) and leading by example ... (T ₄), CE is the teaching of values ... (T ₁).	Leadership executed through values (VBL) positively influences the values taught (CE)	Confirmed

In the first phase, the combined VBL of the head teacher and the teachers was found to explain 68% of CE, while the remaining 32% was explained by other factors, revealed in the second phase as the home environment, different learning abilities of pupils, abstract content, lack of learning materials, limited teaching skills due to lack of training in the new competency-based curriculum, and other factors not discovered in this study. The convergence of data from both phases is exhibited in the interview questions display (IQD) (see Table 4.15). The results of both phases have implications and call for a discussion in the next chapter under the key findings.

Chapter Summary

From the demographics, the analysis showed that the workforce was dominated by female teachers, both at the rank of head teacher (52%) and at the classroom level (100%). Male teachers, whose population was less than one-quarter (24%) of the teachers, were only in the ranks of head teacher and none (0%) among the preschool teachers. The reasons for female dominance in the workforce and no males in the classroom were given as experience, motherly love, and low pay, which male teachers tend to shy away from.

On the age of the teachers, the distribution of the workforce showed a 78% majority being in the age bracket of older than 30 years. In this category, 74% were in the rank of head teacher and doing administrative work, while 82% of those in the teachers' rank were performing instructional roles in the classroom.

The assessment of teachers' qualifications indicated that all teachers had formal training in education (all had at least a P1 certificate). Most of the teachers (40%) were diploma holders, 25% were graduates with bachelor's degrees, 23% had P.1 certificates, and only 12% had acquired postgraduate qualifications. What was unclear in the first phase was whether training done by teachers in college was enough

to deliver CE, or whether more training was required. The investigations done during the second phase showed that teachers lacked teaching skills in the delivery of CE under the new competency-based curriculum.

The assessment of VBL among head teachers and preschool teachers revealed a general consistency in the practice. The assessment found the head teachers' VBL and that of the preschool teachers to be at almost the same levels ($M = 4.19$, $SD = .66$ and $M = 4.12$, $SD = .46$ respectively). The results of the quantitative investigation exhibited consistency of practice in integrity ($r_s = .71$, $p < .001$), trust ($r_s = .777$, $p < .001$), listening ($r_s = .733$, $p < .001$), respect ($r_s = .760$, $p < .001$), and inclusion ($r_s = .898$, $p < .001$), but showed inconsistencies in vision ($r_s = .000$, $p > .001$) and clear thinking ($r_s = .346$, $p > .001$). The measurement of CE established a high mean score ($M = 4.12$, $SD = .46$), which gave the impression that CE was being implemented in the preschools in Kajiado North.

The 5% level of significance was considered in testing the hypotheses, for which the paired t -test was utilised. From the t -test, the results established 1) a positive and significant relationship between teachers' VBL and head teachers' VBL ($\beta = .79$, $t(44) = 8.61$, $p < .05$, 2); a significant and positive correlation between the head teachers' VBL ($M = 4.19$, $SD = .66$) and CE ($M = 4.12$, $SD = .46$), $t(44) = 6.91$, $p < .05$; and 3) a weak positive but non-significant relationship between teachers' VBL and CE ($\beta = .07$, $t(44) = .61$, $p > .05$). From the overall regression model, 68% of the teachers' and head teachers' VBL was found to explain a significant amount of the variance in CE ($F(2, 38) = 41.16$, $p < .05$, $R^2 = .684$, $R^2_{\text{Adjusted}} = .668$). The interviews guided by the questions in the interview protocol (see Appendix I-3) tried to explain the difference of 32%, which revealed factors such as the home environment, different learning abilities of pupils, abstract content, lack

of learning materials, and limited teaching skills due to lack of training in the new competency-based curriculum, among others, elements that were not covered in this study. The key results and findings, together with the implications, are discussed in Chapter Five.

CHAPTER FIVE

SUMMARY OF FINDINGS, IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The primary goal of this section is to discuss the implications of the key findings under each research question, basing the discussion on theory, research, and practice in the existing literature. The chapter also presents recommendations for the practice of VBL in preschool institutions, along with areas for further research and a conclusion.

Summary of the Key Findings

Demographics of the Participants

Gender and Age

The gender distribution of the participants showed a 52% female and 48% male representation in the ranks of head teachers. No male teachers were found in the preschool classrooms (0%), but more women above the age of 35 years, representing 82% of the teaching force, were teaching the pupils.

When preschool teachers were asked to explain the dominance of women, and also elderly women, the first reason cited was ‘experience’. Participant T₁ stated that “[t]he older teachers are very experienced, they know what goes on, and I think that’s of benefit”, while T₄ said “[m]ale teachers don’t have that experience of handling little children. They don’t know how to nurse children, let me say that”, and “[n]ursing of children is a female’s job as perceived by the society ... even at home when you look at the parents, the fathers are rarely with children”. The results are consistent with previous studies, in which it was found that male teachers made up

one quarter of the teaching service (Joseph & Wright, 2016, p. 213) and almost non-existent in preschool classrooms (Joseph & Jackman, 2014). Other studies have shown that 91% of workers in skills-based careers are male, while 84% of those in caring, leisure and other services are female (Central Statistics Office, 2013).

The second reason stated was ‘the security of children’. While T₂ explained that “[t]here is a reason because male teachers are a bit rough when handling children, unlike female teachers who handle them with motherly love ... for a man it is a bit challenging to change diapers when the children require such a service”, T₁ said that, “[i]n 1994 to 1999, there were very many cases of rape ... very many cases of small girls being raped in school”.

The third and fourth reasons were ‘motherly love’ and ‘prestige and pay’. Participant T₂ stated that “[o]lder teachers show children motherly love” and “[m]ale teachers don’t like teaching in a low-rated job with little pay like teaching preschool children ..., they like working in more prestigious professions with hefty packages”. The issue of pay and the beliefs held by male teachers that teaching in the preschool is a female’s job are consistent with the results of previous research.

Even though women are essentially over-represented in professions, for example teaching and nursing, these are neither the most prestigious nor the most generously compensated occupations (Apple, 2013; Lynch, 1999). Bringing men into an investigation of a female-dominated workforce will challenge existing convictions about teaching and about society (Lynch, 1999).

Teaching Qualifications

The findings of this study revealed that 78% of the teachers had undergone formal training in educational instruction (i.e. they have at least a P.1 certificate). Teaching qualifications, along with other factors such as teaching methods, have been

found to positively affect CE and the character development of pupils (Umudjere, Okogu, & Osah, 2016).

The training that teachers acquire in college enables them to impart values, attitudes, knowledge, and skills that help in developing the character of the pupils. When asked how they teach CE in the preschool, the teachers mentioned various activities organised around four themes: class activities, environmental activities, national activities, and social activities. The stated activities are in sync with effective methods of teaching CE, which include the inquiry method, dramatisation, and role-playing (Umudjere et al., 2016).

The Relationship Between Head Teachers' VBL and Teachers' VBL

The results showed that both teachers and head teachers practised VBL at relatively largely equal levels of $M = 4.12$, $SD = .46$ and $M = 4.19$, $SD = .66$ respectively, although the teachers were rated at a slightly lower level. The practice of VBL in the two ranks of teachers showed consistency in integrity, respect, listening, trust, and inclusion, but revealed inconsistencies in vision and clear thinking.

Trust was ranked first among all the indicators of VBL by both the preschool teachers and the head teachers. While preschool teachers trusted their head teachers, at 4.58 ($SD = .588$), the head teachers on the other hand trusted the teachers at 4.48 ($SD = .794$). In addition, trust was found to be consistent within the two ranks ($r_s = .777$, $p < .001$), signifying a very important and strong indicator of VBL in the preschools in Kajiado North. A study by Brewster and Railsback (2003) that investigated the characteristics of school heads and school environment showed that, in schools where trust, cooperation and the quality of the relationship between teachers are strong, students feel confident, safe, see their teachers as more caring, and achieve more in terms of learning outcomes. In contrast, in schools where test

scores are declining, teachers are bound to say that they do not trust each other (Brewster & Railsback, 2003).

Further, Youngs (2007, p. 104) explains that “[t]rust develops when school leaders support teachers’ work on a consistent basis and share responsibility for decisions related to curriculum, hiring, and professional development”. This is consistent with what was found in other studies (Goldring & Rallis, 1993; Louis, Kruse, & Marks, 1996; Spillane, Halverson, & Diamond, 2001).

The other significant indicators that portrayed the consistent practice of VBL by both the teachers and head teachers were integrity, listening, respect and inclusion. It is the consistent practice of VBL that makes the school succeed in all spheres. Some researchers have found that a successful head of school is an exceptional, instructive leader in offering support to teachers and adequately realising leadership procedures. Such a head gives educational help to the teachers, offers them professional models, for example showing teachers how to make schemes of work and lessons plans using best practices, and motivating them to improve their work (Abu-Hussain & Essawi, 2014).

From a school viewpoint, a prolific head manages the school, builds up its basic goals, administers and coordinates hierarchical execution, supports successful correspondence and creates an enabling school culture in which teaching and learning are improved progressively (Leithwood, Harris & Hopkins, 2008; Southworth, 2004). Since the head teacher is the leader of the school, his or her leadership style is of prime significance. Leadership style influences different dimensions: school atmosphere, teacher fulfilment and teachers’ behaviour in class, pupils’ reactions to class prerequisites, and so on.

Value-based leadership is a leadership style in which the head teacher leads through values, such as integrity, listening, respect and inclusion. Value-based leadership has been described as the only true style of leadership that separates the great from the rest (Clarke, 2018). In addition, transformational leadership style has been found to greatly enhance VBL (Copeland, 2014). Studies have shown that the head teacher's leadership style affects pupils' accomplishments (Fullan, 2001), the school's capacity to adapt to changes in the environment, and the degree of adequacy of the school (Nir & Bogler, 2003; Sergiovanni, 1990).

Also, consistency in the practice of VBL especially through integrity, trust, and respect creates an open organisational atmosphere and yields great outcomes regarding teacher conduct. It improves teachers' organisational behaviour, expands their devotion, and raises the degree of their teaching (Sergiovanni, 1990). The results are consistent with previous research, in which strong positive relationships between authentic leaders and authentic followers was found to create excellent organisational outcomes (Avolio & Gardner, 2005; Brown & Treviño, 2006; Luthans & Avolio, 2003; May et al., 2003).

In contrast to the consistency in the practice of VBL in relation to integrity, trust, listening, respect and inclusion, the other two indicators failed in the consistency test, that is vision ($r_s = .000$, $p > .001$) and clear thinking ($r_s = .346$, $p > .001$). While the head teachers rated the preschool teachers' vision at a very high level of 4.18 (SD = .681), the preschool teachers rated the head teachers' vision at a lower value of 3.91 (SD = .437). The expectation of a value-based leader in relation to this indicator is to build a vision and find ways of communicating it to the followers. The low rating by teachers is a clear indication that the head teachers did not communicate the vision of the school in a clear way.

Kouzes and Posner (2007) define vision as an ideal and unique image of the future for the common good. “Vision is a picture of the future with some implicit or explicit commentary on why people should strive to create that future” (Kotter, 1996, p. 68). At the time of this research, a new competency-based curriculum (CBC) was being implemented (KICD, 2017), hence the head teachers were supposed to be clear on the direction the school needed to take for the learning outcomes (especially on CE) to be achieved. A vision can create inspiration, motivation, and shared duty regarding achievement, and can help the teachers to take brilliant decisions, since they can settle on their choices based on the expected outcomes which are driven by teachers’ dreams and past experiences (Kotter, 1996).

In terms of clear thinking, preschool teachers rated their head teachers at a higher level, of 4.27 (SD = .647), while the head teachers gave a lower rating to the teachers, of 3.96 (SD = .879). This means that, from the perspectives of the preschool teachers, their leaders had vision, were clear in their thoughts about their own beliefs, human nature, the role of the school, the measurement of performance, and so on, but failed to communicate the same to the teachers.

At the 5% level of significance, the paired t-test results showed a positive and significant relationship between the teachers’ VBL and the head teachers’ VBL ($\beta = .79$, $t(44) = 8.61$, $p < .05$), hence the null hypothesis,

H₀1: There is no significant relationship between the teachers’ VBL and the head teachers’ VBL, was rejected.

The responses by both the teachers and head teachers during the interviews confirmed the consistency in the practice of VBL, and they unanimously agreed it was a requirement at the preschool level.

The Implementation of CE in the Preschools in Kajiado North

This study sought to find the extent to which CE is implemented in preschools in Kajiado North. Key results from both phases of the research are explained in the following section.

Tolerance was the most rated indicator based according to the teachers. The mean of 4.50 (SD = .316) disclosed that pupils respected themselves, irrespective of gender, religion, or cultural orientation. This result is similar to that of Finkel et al. (2000) and Losito and D'Apice (2003), who found that CE promoted participatory democracy and tolerance among learners. The researcher found tolerance to be a strong indicator of CE, and allows learners to accommodate their individual differences and embrace respect for one another.

Cooperation was rated at 4.27 (SD = .702), implying that it is also a strong indicator of CE. Teachers agreed in their perceptions that cooperation between staff on school matters was excellent, pupils cooperated with peers in group activities, and they cooperated with teachers during learning. This was a good measure of the learning outcome, a situation similar to the assertion that cooperation improves the learning outcomes of pupils (Brewster & Railsback, 2003). The activities outlined in the KICD (2017, p. 120) schemes include “[l]earning to learn-learning about clothes worn on different occasions” and “[c]ommunication and collaboration-discussing clothes worn at different occasions”. During the lessons, teachers are expected to explain different occasions when certain attire is worn, including the attire worn by different communities. Through demonstrations and questions, pupils not only learn life skills such as self-esteem, but also learn values such as respect, responsibility, and cooperation (KICD, 2017). Previous studies have also shown that cooperation

between students and teachers has a positive correlation with learning outcomes (Kangas, 2016).

Regarding democracy, the teachers strongly believed pupils had freedom of speech and association, and they were allowed to express themselves on their own worldviews and experiences. In other words, the teachers listened to the pupils and allowed their 'voices' to be heard, for example in deciding on their activities, particularly into relation to games they enjoyed. These results are consistent with the findings of research that was conducted by Kangas (2016), in which pupils' participation was understood to incorporate perspectives such as having chances to have an impact on their learning and the way of life of preschools, being respected and listened to by teachers, and having opportunities to practise responsibility and self-regulation. Giving children opportunities to air their own views is not just considered a right, but also an item of learning and of developing the skill of self-regulation, for example adjustment and social capability, as set out in the United Nations Convention on the Rights of the Child (United Nations, 1989).

Values and attitudes were rated at 4.06 (SD = .847), meaning teachers agreed with statements in the questionnaires that "pupils were sympathetic toward others' pain or struggles", "[v]oluntarily helped peers who required such help", "[d]id not tease others based on characteristics that were different from their gender, race or social class" and "[d]emonstrated concern for needs in their class and community".

Teachers play a crucial role in modelling the behaviour of pupils during learning. Teachers are role models and how they conduct the teaching and involve the pupils in the learning process has some impact on the learning outcomes. This assertion is consistent with the findings of previous studies that have investigated teachers' modelling role and pupils' behaviour. Some studies have demonstrated that,

when teachers take an active role in the transfer of values through displaying fitting practices in the homeroom and using sensible character training programmes, pupils learn numerous all-inclusive characteristics. These universal characteristics or values include honour, courage, belief, honesty, truthfulness, kindness, generosity, helpfulness, faith, respect, freedom, and equality (Kurtdele, 2009; Lickona, 1997; Öztürk, 2011).

The skills and knowledge learnt by pupils was perceived at 3.95 (SD = .765). The perceptions of the teachers of this indicator mainly measured communication skills, in relation to which they agreed that pupils listened while others were talking, expressed needs and feelings in a constructive manner, showed appropriate body language that demonstrated active listening, expressed emotions appropriately, and used the “I” messages or other respectful communication to resolve problems. According to the teachers, pupils were able to communicate using both verbal and non-verbal formats.

This result is similar to that of a comparative study conducted by Chambers et al. (2006), who investigated the impact of CE programmes on the communication skills of preschool pupils. The investigation generated instant and midterm intellectual results in which pupils were able to process, comprehend and advance language development after undergoing CE. Communication is vital in later stages of the school cycle since it brings people together and coordinates their activities. Furthermore, communication enhances cooperation between people, and makes them work together while solving problems and developing collaborations in many ways under difficult and various circumstances (Reimers & Chung, 2016).

The pupils’ behaviour received the lowest rating, at 3.56 (SD = 1.06). Although the rating by teachers implied that pupils were not fully responsible after

going through the CE programme, the pupils made responsible choices during independent work or free time, raised their hands before speaking, used materials respectfully, picked up their belongings, and worked independently with minimum teacher support. These results show that CE has some impact on the behaviour of the pupils. Previous studies, as cited in the work of Jacquie (2002), indicate that values learned through CE “can modify behaviour when mediated through a good teaching program” (Qualifications and Curriculum Authority, 1998, p. 17).

The values that are linked to CE and are taught in the current preschool curriculum, for instance unity, integrity, and responsibility (KICD, 2017, p. 28), are essential for developing the desired behaviour of pupils. If the values of integrity and responsibility are properly instilled in pupils at a young age and nurtured to adulthood in the school cycle, the chances of examination dishonesty in the later years of schooling are assumed to be minimal or negligible. In the opinion of the researcher, listening to the children and giving them freedom to make their choices in the learning process, and also allowing them to practise values such as honesty and integrity, are good ideas and are likely to produce the desired outcomes (behaviour). The preschool age (three to five years) is the prime time in the cognitive development of children (Bakken et al., 2017), and when values, for instance honesty and integrity, are allowed to develop to the full and nurtured through the school cycle, the chances of these values becoming part of the learner’s beliefs will be very high (Trawick-Smith, 2014).

The Relationship Between VBL and CE

The second objective of this study was to investigate the relationship between the VBL of the head teachers and CE in preschools in Kajiado North. At the 5% level of significance, the paired t-test results showed a positive and significant relationship

between head teachers' VBL and CE ($\beta = .78$, $t(44) = 6.91$, $p < .05$), hence the null hypothesis,

H₀₂: There is no significant relationship between CE and head teachers' VBL, was rejected.

The third objective was to examine the relationship between the VBL of the teachers and CE in preschools in Kajiado North. At 5% level of significance, the t-test results demonstrated that teachers' VBL does not significantly predict CE ($\beta = .07$, $t(44) = .61$, $p > .05$), hence the null hypothesis (H₀₃) was accepted:

H₀₃: There is no significant relationship between CE and the teachers' VBL.

The findings from the interviews gave some insights that might have explained the insignificant relationship. The case in which one participant had no clue of VBL was a clear indication of a lack of training of teachers in leadership skills. Equipping teachers with leadership skills, especially VBL, will enable them to practise values and skills such as honesty, responsibility, dedication, communication, listening, respect, focus and vision. Besides these leadership qualities, teachers also cited teaching skills as a requirement, mentioning skills like communication, ICT, knowledge, listening and competency.

The Relationship Between VBL and CE from the Model

The summary of the results of the regression model show a significant relationship between the VBL of the head teachers, the VBL of the teachers and CE in preschools in Kajiado North. From the overall regression model, the VBL of 68% of the teachers and head teachers was found to explain a significant amount of the variance in CE ($F(2, 38) = 41.16$, $p < .05$, $R^2 = .684$, $R^2_{\text{Adjusted}} = .668$). The reduced value of R squared, from .684 to .668, shows that the biggest portion of 68% is contributed by the head teachers' VBL (Tranmer & Elliot, 2008). The reason why

head teachers were more influential regarding VBL was their experience (all head teachers in the survey were older than 50) and the leadership training they had obtained over time. This was evident when the head teachers were asked whether they required any training. Their response to the question was “No”, and they stated that “the teacher does need training”.

The teachers’ VBL, whose impact on CE was found to be insignificant ($\beta = .07$, $t(44) = .61$, $p > .05$), needs to be addressed because it affects the pupils’ learning outcomes. According to the teachers, the teaching of CE in the preschools is currently not successful because of the influences of the home environment, different learning abilities and abstract content, lack of learning materials, and limited teaching skills or training. Research has shown that teachers who have undergone citizenship education training are more effective in developing pupils’ characters than those who have not (Agocha & Aboyi, 2010), hence the situation will improve if teachers are trained in VBL and CE.

Implications

The researcher, who was an educator from the onset, was concerned about falling values in society, and especially about the unethical practices in schools, for instance cheating in examinations. This research on value-based leadership and its implications for citizenship education has demonstrated a strong link between value-based leadership and citizenship education, in that 68% of CE is explained by VBL while a significant 32% is explained by other moderating factors that were not statistically tested. Nevertheless, the interviews held with the teachers revealed important factors besides VBL, like the home and the school environments, that may be contributing to CE.

Policy Implications

The positive and significant link that this study found between VBL and CE may provide some information to the Ministry of Education, Science and Technology especially when developing Inservice programs for preschool teachers. The teachers cited the need for leadership skills and teaching skills, which currently are lacking as the new competency-based curriculum is being implemented. The goodwill of the KICD and the Ministry of Education in providing leadership and taking it a step further to set up programmes to train teachers to acquire the listed skills is the hope of this research. The other major challenge cited by the teachers was a lack of learning materials and facilities, including spacious playgrounds where children can learn CE by ‘doing’, and where teachers can teach through ‘demonstrations’ and ‘modelling examples’. The Ministry of Education, Science and Technology, both at the national level and its unit at the county level, should also apportion sufficient financial resources to take care of learning facilities, including the materials that pupils use both in class and out of class during formal lessons. The ministry should also regulate private schools to ensure that all preschool institutions have spacious playgrounds for children. This will enable children to have fun and enjoy their learning.

Implications for Citizenship Education

The teachers’ perspectives supported the strong relationships between VBL and CE when they were narrating their stories on challenges faced and the support they required to effectively lead and teach CE in the preschools. The study found a strong, positive relationship between CE and head teachers’ VBL. CE is the vehicle through which the character of pupils is shaped, as explained in Aristotle’s theory of character building (Ross, 1890) and Lickona’s (1996) moral virtue theory. While Aristotle’s theory recognises the potential of every pupil to learn, Lickona’s theory

ensures that the right virtues are taught by teachers, who purposely select what to teach, how to teach and by when. The following implications of VBL on CE can be drawn from the findings. Teachers must: 1) know their pupils well, 2) work hand in hand with the parents in order to achieve character education, 3) serve as role models for pupils, 4) create classroom environments that are conducive for developing the character of the pupils; and classrooms must be democratic environments in which the children are free to share their ideas, select materials for themselves, and are encouraged to discuss issues freely. Such an environment will permit pupils to care for one another and accept responsibility.

Recommendations for VBL in Kenyan Preschool Institutions

The discussion of the key results revealed important observations which should be taken into consideration when planning and implementing VBL and CE in preschool institutions in Kenya. Very useful observations were made from; the demographic characteristics of teachers, the consistency in the practice of VBL in the two ranks of teachers and on the relationships between VBL and CE. The following recommendations are proposed in line with these factors:

The age and gender of preschool teachers. The study found that female and older teachers above 35 years of age were preferred, because they provided motherly love to the children. It was also said they have the experience to nurse children. This is a very important observation and should be considered when schools are hiring teachers and allocating classes and lessons to preschool teachers. It is also worth noting that, while some studies recommend having some male teachers teaching in preschools to act as father figures (Mendoza & Reese, 2001), others recommend male teachers for inclusivity and gender equality reasons (McGrath, Moosa, Van Bergen, & Bhana, 2020). These aspects should be considered when hiring preschool teachers.

The literature points out that teaching is not a prestigious, neither a well-paying, profession. Since the teachers dealing with preschools (a very important unit as per this research) have the experience in and skills to handle the children, they should be the most compensated in terms of remuneration. The only requirement they should fulfil is to undergo rigorous training in VBL (which is lacking) to enable them to access the highest compensation.

Teaching qualifications of preschool teachers. The study found that all the preschool teachers were qualified (had at least a P.1 certificate), but lacked skills in leadership and for delivering CE in the new competency-based curriculum. Among other factors like teaching methods, teaching qualifications have been found to positively affect CE and the character development of pupils. This study recommends the training of preschool teachers in VBL and teaching skills that will equip them to model and demonstrate learning using values to shape the character of the preschool children.

The consistency in the practice of VBL. The practice of VBL in the two ranks of teachers was found to be consistent in all the indicators, apart from vision and clear thinking. The ministry of education should consider organising in-service courses for all primary school head teachers to train them in these traits.

The relationship between VBL and CE. A strong, positive, and significant relationship was found between VBL and CE. Sixty-eight percent of CE is explained by VBL, while 32% is accounted for by other factors, some of which were mentioned by the teachers as the home and school environments. Since the home environment was identified a crucial factor in shaping the character of the pupils, this study recommends to the ministry of education to revise the preschool curriculum with a view to incorporating guidelines for parents and rubrics to assess learning while the

children are at home. This will improve the consistency in which children will learn values, ethics, and morals within the diverse cultures in Kenya.

Limitations

This research used a small number of participants in both the quantitative and qualitative phases due to financial constraints. The 50 schools taken for this study were sufficient and met the standards of a sample size in terms of a margin of error of 5% at the 5% level of significance (Bryman, 2012; Kothari, 2004, p. 179; Kothari & Garg, 2014). Secondly, VBL studies in preschool institutions are lacking, hence this research used either VBL studies on the primary school level or secondary school for triangulation. To enrich the data, the same study could be replicated in different locations and also at higher levels of education.

Proposals for Further Research

The overall result, in which VBL was revealed to have a strong and significant association with CE in preschools in Kajiado North, should be taken into consideration in formulating educational programmes in Kenya. The study used Kajiado North as a case study to establish the relationship between VBL and CE. Future studies should expand the scope to cover the entire county of Kajiado to improve the accuracy of the results, and hence their credibility. The government of Kenya should consider investing in VBL at the preschool level to address the falling values in society. A longitudinal study should be conducted on value-based leadership and its implications for citizenship education. Such a study, incorporating a larger percentage of Kenyan preschools, could reveal a lot of information, and ideally should be sponsored by the government of Kenya.

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APPENDICES

Appendix I: Questionnaires

Appendix I-1: Head Teacher's VBL Questionnaire

The aim of this study is to examine the impact of teachers' value-based leadership (VBL) on citizenship education (CE) and how CE and the combined effect of both VBL and CE affect the behaviour characteristics of the preschool pupils in Kajiado north. The information given will only be used for research needs and will be treated with utmost confidentiality. Kindly spare a few minutes of your time to fill this questionnaire.

School Serial No.:

Indicate (✓) the type of school Private ☐ Public ☐

Section A - Demographic Questions

Use a check (✓) to indicate the most suitable response

1. Please indicate your gender. Male ☐ Female ☐

2. Please select your age bracket.

☐ Under 30 ☐ 30 – 39 ☐ 40 – 49 ☐ 50 and above

3. Professional Qualification: Indicate your highest academic qualification.

☐ None, ☐ Certificate ☐ Dip. Ed ☐ B.Ed.

☐ Postgraduate:

Specify the level and the course, for example MBA – Finance, PhD – Education

Planning etc.

Section B – Teachers’ Value-Based Leadership

While thinking about **the teacher’s leadership role in the classrooms**, please respond to each question by ticking (✓) the most appropriate response on the average leadership behaviour exhibited by the preschool teachers according to the scale:

1= Never 2 = Rarely 3 = Sometimes 4 = Most of the time 5 = All the time

Indicator	Levels				
Integrity					
1. Are truthful, honest, and display moral behaviour.	1	2	3	4	5
2. Have healthy self- confidence and self-esteem.	1	2	3	4	5
3. Do not lose sight of their goals or compromise on their principles.	1	2	3	4	5
4. Are pragmatic i.e. are willing to lose on this or that immediate issue because they would	1	2	3	4	5
Vision					
5. Have inspiring visions.	1	2	3	4	5
6. Find ways to communicate their vision to their pupils.	1	2	3	4	5
Trust					
7. Inspires trust and hope in the pupils.	1	2	3	4	5
8. Have the loyalty of the pupils.	1	2	3	4	5
9. Have willingness to serve.	1	2	3	4	5
Listening					
1. Listen to the pupils.	1	2	3	4	5

Indicator	Levels				
11. Encourage dissenting opinions among their closest advisers.	1	2	3	4	5
Respect					
12. Are committed to the moral principle of respect for the pupils.	1	2	3	4	5
13. Include the people affected in the change process.	1	2	3	4	5
14. Are clear about their own beliefs e.g. assumptions about human nature, the role of the school, the measurement of performance, and so on.	1	2	3	4	5
Clear Thinking					
15. Listen to the needs, ideas, and aspirations of pupils and respond to them within the context of their well-developed systems of belief in the appropriate fashion.	1	2	3	4	5
16. Have ideas.	1	2	3	4	5
Inclusion					
17. Share information with their pupils.	1	2	3	4	5
18. Foster a sense of community.	1	2	3	4	5
19. Create a consistent system of rewards, structure, process, and communication.	1	2	3	4	5
2. Are committed to the principle of opportunity, giving all pupils the chance to contribute to the school.	1	2	3	4	5

Thank you very much for your time and for the support you have given this research

Appendix I-2: Teacher's VBL Questionnaire

The aim of this study is to examine the impact of Head teachers' value-based leadership (VBL) on citizenship education (CE) and how CE and the combined effect of both VBL and CE affect the behaviour characteristics of the preschool pupils in Kajiado north. The information given will be utilized for research needs and will be treated with uttermost confidentiality. Kindly spare a few minutes of your time to fill this questionnaire.

School Serial No.:

Indicate (✓) the type of school ☐ Private ☐ Public

Section A - Demographic Questions

Use a check (✓) to indicate the most suitable response

1. Please indicate your gender Male ☐ Female ☐

2. Please select your age bracket:

☐ Under 30 ☐ 30 – 39 ☐ 40 – 49 ☐ 50 and above

3. Professional Qualification: Indicate your highest academic qualification.

☐ None, ☐ Certificate ☐ Dip. Ed ☐ B.Ed.

☐ Postgraduate:

Specify the level and the course, for example MBA – Finance, PhD – Education

Planning etc.

Section II – Behaviour Characteristics

Part A: Citizenship Education

While thinking about the preschool, please respond to the question for each of the items below, by checking (✓) the appropriate response using a scale of 1 to 5 according to your level of agreement **based on the characteristics observed in most of the pupils:**

1-Strongly Disagree (SD) 2- Disagree (D) 3- Undecided (U) 4- Agree (A) 5- Strongly Agree (SA)

Indicator	Levels				
Quality of Democracy					
1. Pupils have the freedom of speech and association in school	1	2	3	4	5
2. Pupils are allowed to express themselves in their own worldviews and experiences	1	2	3	4	5
Tolerance					
3. Pupils respect themselves irrespective of gender, religion, or cultural orientation.	1	2	3	4	5
4. Pupils are given equal opportunities to express themselves	1	2	3	4	5
Cooperation					
5. The level of cooperation between staff on school matters is excellent	1	2	3	4	5
6. Pupils cooperates with peers in group activities					
7. Pupils easily cooperate with teachers during learning	1	2	3	4	5
Knowledge and Skills					
8. Listen while others are speaking (e.g., as in circle or sharing	1	2	3	4	5
9. Express needs and feelings in a constructive manner	1	2	3	4	5
1. Show appropriate body language to demonstrate active listening (e.g. leans toward the speaker, faces the speaker, nods	1	2	3	4	5
11. Express emotions appropriately (e.g. without becoming violent or shutting down for long periods of time)	1	2	3	4	5
12. Use “I” messages or other respectful communication to resolve problems	1	2	3	4	5
Values and Attitudes					
13. Are sympathetic toward others’ pain or struggles	1	2	3	4	5
14. Voluntarily help peers who require it	1	2	3	4	5
15. Do not tease others based on characteristics that are different from their (gender, race, class, disability, etc.)	1	2	3	4	5
16. Demonstrates concern for needs in the class or community.	1	2	3	4	5
Behaviour					
17. Make responsible choices during independent work or free	1	2	3	4	5
18. Raise their hands before speaking	1	2	3	4	5
19. Use materials respectfully	1	2	3	4	5
2. Pick up their belongings	1	2	3	4	5
21. Work independently with minimum teacher support by	1	2	3	4	5

Part B: Head Teacher's Leadership Behaviour

While thinking about **the head teacher's leadership** in your school, please respond to each question by checking (✓) the most appropriate response according to the scale: 1 = Never 2 = Rarely 3 = Sometimes 4 = Most of the time 5 = All the time

	Indicator	Measures				
Integrity						
1.	Is truthful, honest, and displays moral behaviour.	1	2	3	4	5
2.	Has healthy self- confidence and self-esteem.	1	2	3	4	5
3.	Does not lose sight of his or her goals or compromise on his or her principles.	1	2	3	4	5
4.	Is pragmatic i.e. is willing to lose on this or that immediate issue because he or she would	1	2	3	4	5
Vision						
5.	Has an inspiring vision.	1	2	3	4	5
6.	Finds ways to communicate his or her vision to his or her followers.	1	2	3	4	5
Trust						
7.	Inspires trust and hope in his or her followers.	1	2	3	4	5
8.	Has the loyalty of the followers.	1	2	3	4	5
9.	Has a willingness to serve.	1	2	3	4	5
Listening						
1.	Listens to his or her followers.	1	2	3	4	5
11.	Encourages dissenting opinion among his or her closest	1	2	3	4	5
Respect						
12.	Is committed to the moral principle of respect for the	1	2	3	4	5
13.	Includes the people affected in the change process.	1	2	3	4	5
14.	Is clear about his or her own beliefs e.g. assumptions about	1	2	3	4	5
Clear Thinking						
15.	Listens to the needs, ideas, and aspirations of his or her followers and responds to them within the context of his or her well-developed systems of belief in the appropriate fashion.	1	2	3	4	5
16.	Has ideas.	1	2	3	4	5
Inclusion						
17.	Shares information with his or her followers.	1	2	3	4	5
18.	Fosters a sense of community.	1	2	3	4	5
19.	Creates a consistent system of rewards, structure, process, and communication.	1	2	3	4	5
20.	Is committed to a principle of opportunity, giving all followers the chance to contribute to the organization.	1	2	3	4	5

Thank you very much for your time and for the support you have given this research

Appendix I-3: Interview Protocol

Date of Interview:

_____ / _____ / _____

The inspiration driving this interview is to comprehend the connections that exist between citizenship education, value-based leadership, and pupils' conduct in the preschool setting, based on your observations. The information that you will give will be utilized for research purposes only and will be treated the privacy it deserves. Keep in mind also that there are no correct responses to the inquiries that will be posed, so do not hesitate to take part. You are likewise allowed to pull back from the activity if you feel uncomfortable with the inquiry. I request to record the interview to decisively get your responses for careful reporting. Do I have your consent? (Yes / No) /

Permission granted / permission not granted (tick the appropriate response)

Willingness to Participate (Yes / No):

Name (Give the participants codes with prefixes; HT₁ for the first head teacher, and T₁ for the first preschool teacher interviewee):

Gender (M / F):

Age Bracket (indicate (✓)): Under 30 30 – 39 40 – 49 50 and above

Rank (T / HT): **School Category** (Private / Public)

1. Values, ethics, and morals that teachers teach in citizenship education play a vital role in shaping the behaviour of the pupils.
 - (a) What does citizenship education mean to you?
 - (b) What activities do you (teacher) / your teachers (head teacher) incorporate in the lessons while teaching citizenship education?
 - (c) What challenges do you (teacher) / your teachers (head teacher) face while teaching citizenship in school?

2. Teachers play significant roles in leading pupils and as role models, influence pupils' learning outcomes (values and ethics).

- (a) What kind of support do you (teacher) / your teachers (head teacher) need to make you /them effective leader(s) in the classroom?
- (b) What does value-based leadership mean to you?
- (c) Briefly describe the relationship between value-based leadership and citizenship education
- (d) Which specific skills do you (teacher) / your teachers (head teacher) require to effectively lead pupils and successfully teaching citizenship education?

Thank you very much for you time and immense contribution to this research.

Appendix II: Letters and Research Authorization

Appendix II-1: Authorization to Conduct Research

3rd May, 2019

PAN AFRICA CHRISTIAN UNIVERSITY

P.O. Box 56875 - 00200
Nairobi, Kenya
Lumumba Drive, Roysambu
off Kamiti Rd, off Thika Rd
Tel: 0734 400694/0721 932050
Email: enquiries@pacuniversity.ac.ke
website: www.pacuniversity.ac.ke

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: JOSEPH K. SAMBU REG. NO POLD/6965/16

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing a Doctor of Philosophy in Organizational Leadership.

He is at the final stage of the programme and he is preparing to collect data to enable him finalise on his dissertation. The dissertation title is **'Value Based Leadership and the Implications for Citizenship Education in Preschool Institutions in Kajiado North'**.

We therefore kindly request that you allow him conduct research at your organization.

Warm Regards,

Liliana Vikiru

Dr. Lilian Vikiru
Registrar Academics

3rd May, 2019

PAN AFRICA CHRISTIAN UNIVERSITY
P. O. Box 56875, NAIROBI - 00200.
TEL: 8561820/8561945/2013146

Where Leaders are Made

THIS IS TO CERTIFY THAT: Permit No : NACOSTI/P/19/49132/30293

MR. JOSEPH KIPRUTO SAMBU

Date Of Issue : 9th May, 2019

of PAN AFRICA CHRISTIAN UNIVERSITY,

Fee Recieved :Ksh 2000

**25138-603 Nairobi,has been permitted
to conduct research in Kajiado County**

on the topic: VALUE BASED

LEADERSHIP AND THE IMPLICATIONS

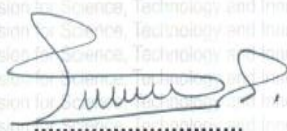
FOR CITIZENSHIP EDUCATION IN

PRESCHOOL INSTITUTIONS IN KAJIADO

NORTH

for the period ending:

9th May, 2020



**Applicant's
Signature**



**Director General
National Commission for Science,
Technology & Innovation**

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

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Website: www.nacosti.go.ke



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NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/49132/30293**

Date: **9th May 2019**

Joseph Kipruto Sambu
Pan Africa Christian University
P.O Box 56875 – 00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Value based leadership and the implications for citizenship education in Preschool Institutions in Kajiado North.*” I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for the period ending **9th May, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Kajiado County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU. PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KAJIADO

Telephone: 0203570295
Fax: 0202064416

Email: kajiadocc2012@gmail.com
When replying please quote

County Commissioner
Kajiado County
P.O. Box 1-01100
KAJIADO

Ref. KJD/CC/ADM/45 VOL. I1 (151)

14th May, 2019

Joseph Kipruto Samba,
Pan Africa Christian University,
P.O BOX 56875 - 00200,
NAIROBI

RE: RESEARCH AUTHORIZATION- JOSEPH KIPRUTO SAMBU

Following the request made on your behalf by National Commission for Science, Technology and Innovation vide **letter Ref. No. NACOSTI/P/19/49132/30293** dated 9th May, 2019.

You are hereby granted authority to carry out research on ***"Value based leadership and the implementation for citizen education in Preschool Institution in Kajiado North."*** I am pleased to inform you that you have been authorized to undertake research in Kajiado County for the period ending 9th May, 2020

It is expected that you adhere to research ethics in doing your study.

MBISO JACK
FOR: COUNTY COMMISSIONER
KAJIADO COUNTY.

CC:

County Director of Education
KAJIADO COUNTY.

Deputy County Commissioner
KAJIADO NORTH SUB - COUNTY

MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education

Email: kajiadocde@gmail.com
When replying please quote



COUNTY DIRECTOR OF EDUCATION
KAJIADO COUNTY
P.O. BOX 33-01100
KAJIADO

Ref: KJD/C/R.3/VOL.II/120

14th May, 2019

Joseph Kipruto Sambu
Pan Africa Christian University
P.O. Box 56875-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to a letter from National Commission for Science, Technology and Innovation **Ref. NACOSTI/P/19/49132/30293** dated 9th May, 2019.

Authority is hereby granted to you to conduct your research on **"Value based leadership and the implications for citizenship education in Preschool Institutions in Kajiado North, Kajiado County,"** for a period ending **9th May, 2020.**

On completion of the research, you are expected to submit **a copy** of the research report/thesis to our office.

SAMMY N. NG'ANG'A
FOR: COUNTY DIRECTOR OF EDUCATION
KAJIADO COUNTY

Appendix II-2: Permission to Use VBL Questionnaire

Dear Sir,

RE: Permission to Use VBL Questionnaire

My name is Joseph Sambu and I am currently a PhD student at PAC University – Kenya. I am a leadership student and at the proposal stage. The title of my research is “*Value Based Leadership and Implications for Citizenship Education in Preschool Institutions*”. I am requesting for a written permission to use the VBL questionnaire cited in “Transformational Leadership and Organizational Structure: The Role of Value-Based Leadership” by Garg and Krishnan (2003, p. 14) as attached in the appendix. The permission is part of my ethical considerations and I will be very grateful if I get your assistance to enable me to proceed with my proposal.

Thank you.

Yours sincerely,

J Sambu.

Email: joseph.sambu@students.pacuniversity.ac.ke

mailrkvenkat-13@yahoo.com

Venkat R Krishnan

Wed, Dec 5, 2018, 9:03 AM

Yes, you are welcome to use the questionnaire.

Sambu, Joseph Kipruto (POLD/6965/16) <joseph.sambu@students.pacuniversity.ac.ke>

Wed, Dec 5, 2018, 12:22 PM to rkvenkat

Thank you, Sir, for your permission. I appreciate.

Appendix II-3: Permission to Use Pupils' Behaviour Questionnaire

Dear Bernadette,

RE: Permission to Use Civic Education Questionnaire

My name is Joseph Sambu and I am currently a PhD student at PAC University – Kenya. I am a leadership student and at the research proposal stage. The title of my research is “Value Based Leadership and Implications for Citizenship Education in Preschool Institutions”. I am requesting for a written permission to use the Civic Questionnaire cited in “Developing indicators and measures of civic outcomes for elementary school students. *Circle Working Paper* 47, 1-42.” by Chi, B., Jastrzab, J., & Melchior (2006) as shown in “Appendix B: Student Observation Checklists for Grades K/1, 2/3 and 4/5” (pp. 32-33). The permission is part of my ethical considerations and I will be very grateful if I get your assistance to enable me to proceed with my proposal.

Thank you.

Yours sincerely,

J Sambu.

Email: joseph.sambu@students.pacuniversity.ac.ke

References

Chi, B., Jastrzab, J., & Melchior, A. (2006). Developing indicators and measures of civic outcomes for elementary school students. *Circle Working Paper* 47, 1-42.

Bernadette Chi <bschi@comcast.net>

Tue, Dec 4,
2018, 6:34 PM

to me

Greetings,

Of course you may use the Civic Questionnaire cited in the article. Would you please share any findings with me?

All the best,

Bernadette Chi

> On Dec 4, 2018, at 3:38 AM, Sambu, Joseph Kipruto (POLD/6965/16)

<joseph.sambu@students.pacuniversity.ac.ke> wrote:

> Dear Bernadette,

> Kindly download the attached letter requesting for permission to use the Civic Questionnaire cited in your article.

> Thank you.

> <Permission to Use Civic Education Tool for Preschool Children.docx>

Sambu, Joseph Kipruto (POLD/6965/16) <joseph.sambu@students.pacuniversity.ac.ke>

Wed, Dec 5,
2018, 6:39 AM

to bacchii

Thanks, Bernadette for your permission. I will share the findings once cleared by PAC university and the relevant authorities to conduct the research.

Appendix III: The Map of Kajiado North

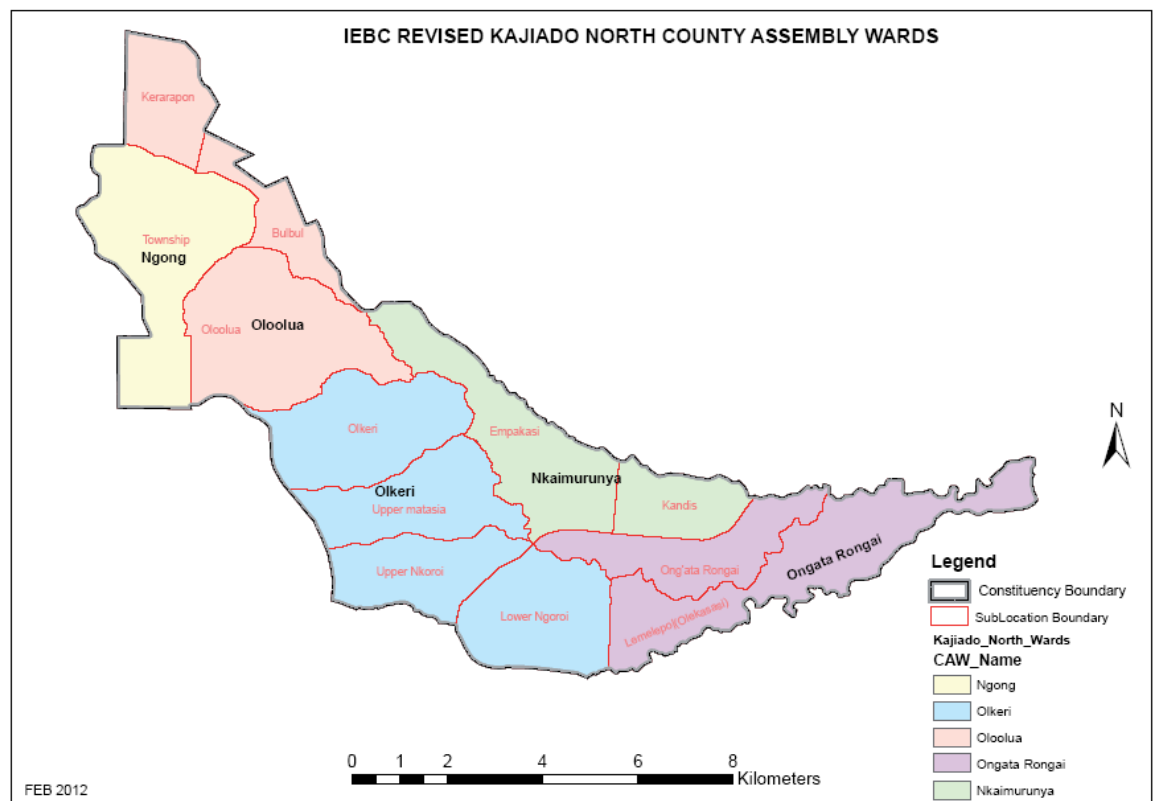


Figure 6.1. Kajiado North Constituency Map
Source: IEBC (2017)