

Influence of Over-aged Learners' Moral Behavior on Class Three Pupils in Kakamega South Sub-Counties, Kenya

Amusala Constance M.^{1*}, Dinah Were²

Department of Educational Foundations, Psychology, and Management, Kaimosi Friends University College, Kaimosi, Kenya

Abstract Introduction of any age admission led to enrolment of adult learners in Kenyan schools. This ushered to the school environment new established attitudes, learning, feelings and conducts which influence young pupils' moral behavior. This study therefore explored the differences in moral behavior of class three pupils learning with over-aged learners and class three pupils not learning together with over-aged learners. A comparative research design was adopted. Simple random sampling, stratified random sampling, and saturated sampling were used to select the required sample. Questionnaires and interview schedules were used to collect data. Data was analyzed using descriptive and inferential statistics.

Keywords Over-aged Learner, Moral behaviour, Young Pupil

1. Introduction

In recent times an individualistic trend has emerged to counteract the global view in most societies that morality was above all, a social affair and a communal concern [1]. In Western Europe individualism has become more prominent in modern times such that it has spread from Europe and America to other parts of the world. Presently, this trend has seriously challenged the old order and supremacy of society and social morality over and above the individualistic ethics [9]. Behaviour to a large extent is affected by factors which influence morals for example, families, peer groups, mass media, and guilt and Shame. Today two key words which characterize contemporary morality are pluralism and privatization. On one hand, moral pluralism encouraged a common search for consensus for a publicly accepted morality. On the other hand pluralism might also lead to ethical relativism implying the privatization of morality. In this case one eschews public openness and chooses individually or privately on moral issues (1). Moral relativism refers to autonomous morality or morality of co-operation. People know that laws and rules are made to facilitate harmony and successful interaction hence, can be changed subject to circumstances. Given the present emphasis on privatization in the world however, existed a growing lack of concern with morality at the same time an increasing number of moral issues controversial for various

reasons which were said to be open questions that were entirely left to private judgement and choice related to sexuality, drug addiction and delinquency (9). Given the above international scene, children moral identity is strongly influenced by models from whom they adopt values and frequently imitate the behavior (2).

The African view, states that morality was highly complex and problematic and it attempts to cope with individual and social needs, with traditional and modern views, with religious and secular world-views, with dogmatism and pluralism in one. Consequently African children have adopted behaviours of others because of real or imagined pressure to do so. Children, therefore, spend an increasing amount of time in peer interaction during middle, late childhood and adolescence. For instance, in one investigation, children interacted with peers 10 percent at age 2, 20 percent at age 4, and more than 40 percent between the ages of 7 and 11 (15). Peer influences have had both positive and negative effects. It is through peer interaction that African children learn the symmetrical reciprocity mode of relationships, explore the principles of fairness and justice by working through disagreements with peers, learn to be taken keen observers of peers interests and perspectives in order to smoothly integrate themselves into ongoing peer activities and learn to be skilled and sensitive partners in intimate relationships by forging close friendships with selected peers. In contrast, the negative influences of peers on children are, being rejected or overlooked by peers has led to loneliness or hostility. Further, such rejection and neglect by peers has led to individuals' subsequent mental health and criminal problems. Peer culture as a corrupt influence has undermined parental values and control and lastly, peers

* Corresponding author:

camusala@kafuco.ac.ke (Amusala Constance M.)

Received: Jun. 3, 2022; Accepted: Jul. 4, 2022; Published: Jul. 15, 2022

Published online at <http://journal.sapub.org/ijap>

have introduced children to alcohol, drugs, delinquency and other forms of behavior that adults view as maladaptive (15).

In Kenya, primary schools were expected to enroll all children of schools going age 6-13 years (Maina, 2007) under free primary education however, anyone who wished to go to primary school was to attend. This was technically referred to as inclusive education [10]. As a result the number of adult learners increased in primary schools, for example, in 2006, fifty four [54] adult learners most of them below fifty [50] years of age sat the Kenya Certificate of Primary Education [KCPE] in Nakuru district [8]. In 2007 there were two hundred [200] adult learners who sat their examinations in Nairobi [12]. From 2003 to 2007, one thousand, six hundred and eight one [1681] adult learners had been enrolled in a few sampled schools in Kakamega South Sub-counties Kakamega [County Education Office, 2007]. Studies conducted in coast (Taita Taveta and Kwale Counties), Eastern Embu and Mwingi Sub-Counties, Nairobi County, Rift valley (Kericho and Kajiado Counties, Nyanza (Kisumu County) established that due to increased enrolment in schools through free primary Education discipline was becoming a big challenge [10].

It was noted with the presence of over-age pupil's in schools, some were deviants, and with the large numbers of pupils in classrooms, it was not possible to maintain discipline in schools [10]. Matters were compounded by the fact that corporal punishment is outlawed. The worry therefore, was that some of the average youth were negatively affecting the moral of young pupils in public primary schools. Although there was already an ongoing campaign to fight immorality through the mass media, school programme and the church, the adult learner in primary school was a new dimension not explored hence the need to investigate whether adult learners' moral behaviours influence the moral behavior of young primary school pupils in Kakamega South Sub-Counties.

2. Research Methodology

The purpose of this study was to investigate the influence of over-aged learners' behavior on young pupils' moral behavior in primary schools of Kakamega South Sub-Counties, Kenya. Specific objective of the study was to explore the difference in moral behavior of class three pupils with over-aged learners and class three pupils without over-aged learners. Research hypothesis was - there is no significant differences in moral behavior of class three pupils with over-aged learners and class three pupils without over-aged Learners. A comparative research design was used to explore the relationship between variables (Mugenda & Mugenda, 2008). The design was suitable because it allowed a comparison of groups without having to manipulate the independent variables and it was done solely to identify variables worthy of investigation. The design was relevant also because the research was interested in exploring the differences in moral behavior of class three pupils with

over-aged learners and class three pupils without over-aged Learners. The study comprised of eight hundred (800) public primary school over-aged pupils, seven hundred and ninety eight (798) teachers and eighty one (81) head teachers drawn from twenty four (24) selected public primary schools of Kakamega South Sub-Counties. Simple random sampling technique was used to select two (2) Sub-Counties namely; Shinyalu and Municipality. Stratified sampling technique was used to select two hundred and forty (240) over-aged learners, one hundred and ninety two (192) teachers who teach class three pupils with and without over-aged learners and this formed a comparison or control group. Saturated sampling technique was used to select twenty four (24) head teachers and 40 young pupils.

Questionnaires and interview schedules were used to collect data. Data was analyzed using descriptive and inferential statistics.

Table 1. Summary of Statistics of Scores for Difference in Moral behavior of Class Three Pupils with and without Over-aged Learners

Part A and B of a Questionnaire	Moral Statement	YP & OL Mean Points	YP Mean Points
Negative moral statement	Appearance	3.53	3.86
	Conformity	2.50	3.10
	Romantic relationships	2.27	3.06
	Avoidance behavior	2.87	3.02
	Part time employment	3.19	3.01
	Substance abuse	3.02	3.04
	Sexual harassment	2.69	2.69
	Poor adjustment	2.60	3.01
	Average Mean Score for Negative Moral Statements	2.83	3.10
Positive moral statements	Active in sports	3.72	3.96
	Open communication	3.53	3.00
	Wisdom and knowledge	3.59	3.32
	Courage	2.61	3.23
	Humanity	2.82	3.63
	Justice	3.59	3.32
	Temperance	2.62	3.20
	Transcendence	2.82	2.98
	Average Mean Score for Positive Moral Statements	3.16	3.33
Summaries	Sum of scores	47.97	51.43
	Total average score	3.00	3.21

Source Field Data

Table 1 Rating of the positive moral aspects, which included (open communication, wisdom and knowledge, courage, humanity, justice, temperance, and transcendence) by class three pupils learning with over-aged learners and those not learning with over-aged learners show that, on

average pupils learning with YP and OL adjusted poorly on positive moral statements with a mean score of 3:16 against 3:33 by YP only. It follows that class three with over-aged learners was more influenced negatively compared to class three with young pupils only.

Rating of the responses on negative moral statements, (appearance, conformity, romantic relationship, avoidance behaviour, part time employment, substance abuse, sexual harassment and poor judgement) about class three pupils learning with over-aged learners and those not learning with over-aged learners imply that on average the teachers of YP and OL scored a mean of 2.83 against 3:10 by teachers of young pupils only on all negative moral statements considered in this study. It follows that the influence of over-aged learners on lower primary pupils is evident.

Table 1 also reveals that YP and OL had a **sum score** of 47:97 while YP had 51:43. This clearly indicates that YP moral behavior was influenced more compared to YP and AL's moral behavior on both negative and positive moral aspects. **On average** classes with YP only scored higher 3:21 against 3:00 by those learning with YP and OL on both negative and positive moral aspects.

Table 2: shows the results of a paired t – test of the mean scores of class three pupils learning with over-aged learners and those not learning with over-aged learners on facts related to moral adjustment due to influence of over-aged learners. The results revealed that there was no significant differences in the moral adjustment scores by pupils learning together with over-aged learners and scores by pupils learning without over-aged learners, $df (15) = t -2.138, p = \text{Sig. (2 – tailed)} 0.049$. This indicates that the mean score by YP and OL of 3.00 significantly varied from the mean score by YP only of 3.21. At $p - \text{value } 0.005$ there is sufficient evidence to reject the hypothesis that there is no significant difference in moral behavior between pupils learning with OL and YP only at 0.05 significance level since the difference between the significance level is very small, 0.001. It is appropriate to reject the hypothesis at 0.1 significance level.

3. Discussion

Bucher [2] findings noted that children wear similar cloths

with adults yet the type of cloths selected and worn determine children's behavior. His findings are in agreement with those of this study with respect to class three with over-aged learners where young pupils learning with over-aged learners were more affected (3:53) than those without over-aged learners (3:86) on matters of appearance. However, the influence of over-aged learners on appearance is not clearly significant. This influence is curtailed by the fact that uniforms are in use and schools impose strict disciplinary measures especially as regards appearance of pupils. It therefore, follows that there is limited negative or positive influence of over-aged learners on the appearance of young pupils which is simply discernible at this stage of development.

Brethem [3] conducted a study on the effects of adult influence on children's preferences. Results revealed that when adults directed the children as to which alternative to choose, all children preferred alternative advocated by the adult. His observations concur with those of this study with respect to classes three where conformity to over-aged learners' decisions was significant (2.50) in classes with over-aged learners than classes without over-aged learners (3.10). Teachers who teach young pupils only did not seem to understand the level of conformity as compared to teachers who teach both young pupils and adult learners. This implies, over-aged learners play an important role informing moral identity and moral self in children.

Freud and Associates [1956] conducted studies on children between the ages of 5 or 6 to 12 years. He found out that girls experience oedipus complex. He therefore realized that, if the children are unable to resolve this complex, several problems could arise in morals. For example, such children would want to have sexual relationship with older men or women later on in life. These facts are compatible with the findings of this study with regard to lower classes with over-aged learners where increase in boy-girl relationship was high (2.27) in classes of adult learners than in classes of young pupils only (3.06) at class three levels. These results point to the fact that adult learners lead to early onset of boy-girl relationship among young primary school pupils in lower classes. However, the above finding differed with respect to lower classes without over-aged learners.

Table 2. Ho¹ t Test on Moral Behavior Change of Young Pupils Learning with and without Over-aged Learners

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std Deviation	Std error Mean	95% Confidence Interval of the Difference				
				Lower	Lower			
Young Pupils and over-aged Learners in Class Three	0.21625	0.40456	0.10114	- 0.433182	0.000068	- 2.138	15	0.049
Young Pupils only in Class Three								

Source Statistical Analysis

Learner [9] studies revealed that the process of developing once identity is often facilitated by how the adult begins to shape a dream which reflects what a person would like to accomplish. However problems can occur when such adults fail to achieve their visions. This idea is similar to the results in regard to avoidant behavior which was significant 2.87 in classes three of both young and adult learners than it is in classes of young pupils only 3.02. This was attributed to unattainable personal expectation and lack of proper guidance and not on the presence of over-aged learners. Over-aged learners avoid committing and planning on how to accomplish their vision in life. Adult learners have led to increased lack of commitment to school work and the formation of groups that are non-academic oriented, irresponsible behaviours, among young pupils in their schools in Kakamega South Sub-Counties. This means that, since over-aged learners and young pupils are in the same school environment, the adult learners' influence them to start avoiding school work thus prefer engaging in the above mentioned immoral behaviours.

Ministry of Education, Science, Technology & UNESCO [10] Studies revealed that many over-aged pupils had been working as house managers (especially girls) or engaged in other forms of labour. It found out that poverty and other factors such as family expectation and tradition, lack of services, pregnancy out of wedlock, drug and alcohol abuse play a role. These findings are compatible with those of this study where most respondents stated that problems arising from the pupils' families from both categories of classes were the most crucial personal challenges they face since classes of both young and over-aged learners scored a mean of 3.19 against 3.01 by young pupils only. The result show that classes of young pupils equally engaged in part time jobs as classes with young pupils and over-aged learners. When further asked to expound on these family problems, respondents mentioned unstable family background, poverty at home and lack of basic facilities. This is an important finding for the study because it shows how the external factors are important in influencing the type of moral life students lead in school and therefore, a wide scope of guidance and counseling needs to be offered to learners at primary school levels. This implies that pupils engaged in part time jobs were not a significant issue in classes with adult learners and classes with young pupils only an indication of minimal influence from over-aged learners.

On cases of drug abuse, the Ministry of Education, Science, Technology & UNESCO [10] cited that adult learners use and abuse drugs such as tobacco, bhang, alcohol, chew mirra and sniff glue and have introduced young pupils to them. These findings are in agreement with what the study found out, that use of drugs was significant in all the categories of pupils considered though classes of over-aged learners are slightly more vulnerable (3.02) than classes with young pupils only (3.04). The over-aged learners at class three therefore do influence young pupils to start engaging in substance abuse a negative influence.

Nzomo and Associates [13] studies on sexual harassment revealed that sexual harassment has become rampant in Kenyan Public Primary Schools and they attributed this to the over-aged learner factor. Their results, are not different from those of this study which show that sexual harassment was a key aspect in both classes with adult learners and classes with young pupils only in class three for both categories of classes scored a mean of (2.69). The adult learners do therefore, influence young learners into engaging in activities leading to sexual harassment in lower primary classes. However, in classes three with young learners only sexual harassment may not have resulted from the over-aged learner influence.

Tanner and Pawson [15] studies regarding children's moral growth and development cited that children with negative relation status adopt in appropriate strategies for making friends. These observations are similar to those of this study which point to the fact that young pupils learning with adult learners have poorly adjusted morals (2.60) as compared to those pupils learning with young pupils only (3.01) in lower classes. This is due to the fact that over-aged learners don't comply with school rules and influence young pupils with their bad habits such as being rude, uncooperative, bullying, telling lies, stealing, and lack of respect to teachers or disobedient, high school dropout and tension of being over shadowed by young learners. Results imply that a high potential of over-aged learners affected negatively the lower primary pupils' morals.

Ministry of Education, Science, Technology [10] emphasized that in Kenyan primary and secondary schools, students are expected to participate in sports and games since they are vital aspects of school activities. This emphasize is compatible with the findings of this study as both categories of pupils in class three actively participated in sports therefore, presence of over-aged learners has not changed the games and sports characteristics of young primary pupils in lower classes for pupils learning with both young and adult learners scored 3.72 against 3.96 by pupils learning with young pupils only. It follows that influence of over-aged learners is not minimal but positive. However, classes with young pupils only participate more actively as compared to those with over-aged learners. On one hand classes with young pupils only take part in exercises and acting out behavior since they are aware that they are expected to do so. On the other hand regular exercise among young pupils has been beneficial since it has improved their self-esteem and mood which is an important psychological factor contributing to their moral growth. Through teamwork, these activities have enhanced friendship, sociability, optimism, order and discipline hence promoted positive morals.

Riesch and Associates [14] studies on young adults revealed that communication is an indicator of the quality of relationships which could serve as training ground for moral conduct. These results concur with those of this study in relation to communication between pupils which was remarkably high (3.53) in classes with over-aged learners

than in classes without over-aged learners (3.00) in class three. Over-aged learners introduce a feeling of freeness in the young pupils that triggers a need for increased communication, a positive influence. Adult pupils are in favour of this type of communication, since it has an influence in day to day affairs of children in school in terms of taste in clothing, school achievement, self-esteem however, the fact that this increases communication is not sometimes controlled thus, has led to immoral behavior such as excessive juvenile delinquency, rebelliousness, alcohol and drug experimentation and negative attitude towards education.

Costello and Associate [4] studies on a family of positive traits manifest in an individual's thoughts, emotions and behaviours revealed that intellectual strengths associated with cognitive development in adolescence are love of learning creativity and curiosity. These observations are similar to those of this study since they point to the fact that pupils who learn with over-aged learners are wiser (3.59) than those with young pupils only (3.32) in class three. The respondents observed that given young pupils are in the same environment with over-aged learners they imitate and emulate cognitive strengths that entail the acquisition and use of knowledge from them. For instance, most of them have become creative in that they think of novel and productive ways of doing things. Curious for they take an interest in learning because they are ready to master new skills, topics and body of knowledge and lastly they can provide wise counsel to fellow young pupils. These results therefore, indicate that exhibition of wisdom and knowledge is vivid in classes three without adult learners.

Dahlsgaard [7] research which identified core virtues recognized across world cultures and throughout history found out that zest was more common among youth whereas authenticity more common among adults. Persistence was said to be related to child behaviour checklist which measures internalizing and externalizing problems while bravery was identified among other directed strengths. However, these findings are not in agreement with those of this study for pupils who learn with over-aged learners are less courageous (2.61) than classes three with young pupils only (3.23). This means that over-aged learners instill fear in young pupils making them less courageous. Therefore, young pupils view their counterparts as real or unreal danger. This negative emotion, which is hazardous if it dominates the young pupil's daily life is related to past experiences with over-aged learners that upset them. For example, they mistreat and terrify them in school. Besides fear, over-aged pupils' height and big size is a common phobia among these children. These results indicate that the lower primary pupils who learn with adult learners are suppressed from acquiring this character strength probably a pointer to the fact that young pupils in primary have a fear for over-aged learners.

Comte-Sponville [5] indicated in his social skills rating that cooperation was most associated with humanity as a character strength in the young. Kindness, love and social intelligence are key aspects. The above aspects are not

compatible with the observations of this study which indicates that pupils who learn with over-aged learners are less humane (2.82) than those who learn with young pupils only (3.63) in class three. This therefore means that for young pupils who learn with adult learners good behaviour does not imply having good motives and interpersonal feelings such as kindness, which encourages doing favours and good deeds for others. Love that's valuing close relations with others and social intelligence that emphasizes being aware of the motives and feelings of self and others. This is a clear indication that over-aged learners instill feelings of brutality in young pupils making them less humane. Consequently loyalty has lost value among these children thus they don't conform to rules, respect authority and perform their duties. This has led to indiscipline in primary schools such that social order cannot be maintained since these pupils do not seek to gain approval from teachers and peers as nice boy or girl, well behaved conforming to special conventions. However, classes three with young pupils attach much importance to humane as an interpersonal strength that involve tending and befriending others. These results indicate that pupils with young pupils alone in lower primary classes portray a lot of kindness, love and self-intelligence as compared to classes of both young and adult pupils. It evidently emerges that over-aged learners have a negative impact on humanity spirit of young primary school pupils in lower primary. However, unlike the present study, which focused on the adult behavior influence on young pupils' moral behavior in primary schools Comte-Sponville research was conducted on the youth.

Crain (6) studies indicated that individuals conform to both social standards and internalized ideals to avoid self-condemnation rather than to avoid social censure. At this stage therefore morality is based on respect for others rather than on personal desires that's principles by which we achieve justice. These results don't tally with those of this study in classes with over-aged learners where young pupils with adult learners have captured a set of components related to justice which is a civic strengths that underlie community life, a positive influence. These include fairness in treating all people the same according to notions of fairness and justice leadership which refers to organizing group activities and seeing that they happened. Finally team work that's working well as member of a group. However, in classes of young pupils only morality is not based on respect for others but rather on personal desires. The reason being that they associate unpleasant emotions with group disapproval behavior hence, their morals are controlled by shame in the absence of external controls. In interpreting and comparing these findings it was investigated that justice emerges as a key virtue that is required in classes without over-aged learners (3.34) than classes with young and adult learners (3.39) in lower primary.

Costello (4) research revealed temperament strengths, prudence, self-regulation, forgiveness and modesty as character strength among children and adults. These findings are not in agreement with those of this study in classes three

where pupils who learn with over-aged learners have acquired the virtue of temperament less (2.62) than those who learn with young pupils only (3.20). In classes three without over-aged-pupils, young learners are able to submit bodily pleasure to the dictates of reason. For instance, they can abstain from unnecessary food, intoxicating drinks, practice chastity, clemency, humility and studiousness. In classes three with over-aged learners young pupils are inhibited from acquiring strengths that protect against excess. Forgiveness that's forgiving those who have done wrong. Modesty which refers to letting one's accomplishments speak for themselves. Prudence which emphasizes on being careful about one's choices not saying or doing things that might later be regretted and self-regulation which involves regulating what one feels and does, a negative influence.

Park and Associates (2005) research revealed that among children and their parents character strengths that enhance life satisfaction are related to transcendence that's appreciation of beauty and excellence, gratitude, hope, humour and religiousness. These observations are in disagreement with those of this study with respect to classes with adult pupils where there is no doubt that adult learners inhibit young primary school pupils from acquiring appreciation of beauty and excellence that is noticing and appreciating beauty, excellence, and or skilled performance in all domains of life. Gratitude which refers to being aware of good things that happen. Hope which means expecting the best and working to achieve it. Humor which is to do with liking to laugh and tease, bringing smiles to other people and religiousness which refers to having coherent belief about the higher purpose and meaning of life. However, the above findings differ with respect to classes three with young learners only which are associated with the above discussed character strength. Therefore, class three pupils who learn adult learners have acquired the virtue of transcendence less (2.82) than, classes three with young pupils only (2.98).

4. Conclusions

With regard to the above discussion, the influence of over-aged pupils' moral behaviour on young pupils' morals was evident in both categories of classes. This means that the presence or absence of the over-aged learners even though limited, do influence the moral behaviour of young pupils in primary schools. However, significant differences were noted between classes three with and without over-aged learners. For instance, class three pupils learning without over-aged learners adjusted positively compared to those learning with adult learners. It was only on two negative moral aspects; part time employment and sexual harassment class three pupils learning without over-aged learners adjusted poorly unlike those learning with adult learners. Additionally, with respect to two positive moral aspects, open communication and justice, young learners in both categories of classes three adjusted both positively and negatively.

5. Recommendations

In relation to the above findings and conclusions, the researcher made the following recommendations; Ministry of Education, Science and Technology should reinforce proper counseling and guidance place in Kenyan schools with uniform policies to guide primary school head teachers on how to assign counseling duties. Secondly, the school administration in conjunction with Parent Teachers Association should work to strengthen guidance and counseling services in public primary schools. This will help serve the needs of both young pupils and over-aged learner. Thirdly, at family level parental guidance must be enhanced to ensure pupils are equipped with a value system and defined morality which cannot be easily influenced. Last but not least, adult learner centers should be reviewed to boost adult literacy and enhance a round Education For All (EFA) goals.

REFERENCES

- [1] Bennars, G. A. (2010). *Ethics, Education and Development*. Nairobi: East Africa Educational Ltd.
- [2] Butcher, A. A. (2021). *The Influence of Models in Forming moral Identity*. Graz: Syria.
- [3] Brehem, S. (2021). The Effect of Adult Influence on Children's Preferences. Compliance versus Opposition. *Journal of abnormal child psychology*. Vol. 5, 31-41.
- [4] Costello, A. B. (2018). Best practices in exploratory factor analysis. *Practical Assessment, Research, and Application*. Vol. 10, 7.
- [5] Comte-Sponville, A. (2022). *A Small treatise on the Great Virtues*. New York: Metropolitan Books.
- [6] Crain, W. C. (2007). *Theories of Development*, Upper Saddle River: NJ Prentice Hall.
- [7] Dahlsgaard, K. (2015). Shared Virtues. The Convergence of Valued Human Strengths Across Culture and History. *Review of General Psychology*, Vol. 9, 203-213.
- [8] Gatheru, C. (2006 December 29). How Adult Pupils Struggle to get Top Marks. *Daily Nation*. Horizon (PP. 27).
- [9] Lerner, R. (2010). *Western Civilizations*. New York: Van Nestrand Reinhold.
- [10] Ministry of Education, Science and Technology and UNESCO (2005). *Challenges of Implementing Free Primary Education in Kenya*. Nairobi: Assessment Report.
- [11] Mugenda, O., & Mugenda, A. (2008). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Acts Press Inc.
- [12] Njuguna, M. (2007 January 1): *Herbalist Sits K.C.P.E Exam* *Daily Nation*. Horizon (PP. 12).
- [13] Nzomo, J., Kariuki, J., & Guantai, L. (2004). *The Quality of Education: Some Policy Suggestions Based on a Survey of*

Schools in Kenya. Paris: UNESCO International Institute for Educational Planning.

- [14] Riesch, K., Norma M. & Chanchong, W. (2005). Communication Approaches to Parent-Conflict. *Jurnal of Pediatric Nursing*. Vol. 4, 18.
- [15] Tanner, R. E. & Pawson, C. J. (2021). The Moral Understanding of Urban Children in Sub-Saharan Africa. Some Preliminary Observations. *International Journal of Anthropology*. Vol. 16, 171-181.

Copyright © 2022 The Author(s). Published by Scientific & Academic Publishing

This work is licensed under the Creative Commons Attribution International License (CC BY). <http://creativecommons.org/licenses/by/4.0/>