Teaching Learning Methods and Students' Moral Behaviour

Bernsa Ivoline[1]   Maingari Daouda[2]   Mboh Jones Nchenepoh[3*]
1. Ph.D Reseach Fellow, Department of Curriculum and Evaluation, Faculty of Education, Yaounde 1 University
2. Professor of Sciences of Education and Psychopedagogy, Department of Curriculum and Evaluation, Faculty of Education, Yaounde 1 University
3. Lecturer at THIOPEXT (Triumph Higher Institute of Professional Excellent Training), Bafoussam
* E-mail: mjones_205@yahoo.com

Abstract
This study sets out to examine the relationship between teaching methods and students' moral behaviour in secondary schools. The improvement of students' moral behaviour in Cameroon is an ongoing process. The study deals with students' moral behaviour which has dropped in the past five years and is increasingly gaining grounds in Cameroon. There has been a constant increase of violence, juvenile crimes, aggressiveness, cheating in exams, disrespect, irresponsibility just to name but a few deviant students' behaviour. The objective of the study was to investigate the effects of teaching methods on students' moral behaviour. The research applied a mixed methodological approach which is a combination of qualitative and quantitative approaches at different stages in the research process. Teaching learning methods was measured using Element Based Curriculum Development Model Questionnaire scale adopted from Aslan and Gunay (2016). The students' moral behaviour was assessed using Understanding the Moral Values of Young People and their character development questionnaire sub scale by Beng (2018). The semi structure interview guide was adopted from Askell-Williams (2001) focusing on achievement goals (Pintrich, 2000). The validity and reliability of these research instruments were assessed and determined. The review of related literature was focused on teaching methods and student's moral behavior with models and theories. The samples were 100 students, 50 with disciplinary problems and 50 without disciplinary problems, 7 discipline masters and 7 citizenship teachers selected for the research through the simple random sampling techniques. Data collected from the respondents was analyzed using descriptive statistics, stepwise multiple regression analysis and Pearson Product Moment Correlation Coefficient. The research findings indicated a significantly positive relationship between teaching methods and students moral behaviour. If teaching methods is improved by 10%, students moral behaviour will be improved by 0.19% .Students' moral behaviour should be developed through teaching learning methods and the integration of moral education in all lessons in the school curriculum.
Keywords: curriculum development, moral behaviour, and violence.
DOI: 10.7176/JEP/13-29-05
Publication date: October 31st 2022

1. Introduction

According to Bipoupout & Lum (2018, p.32), every community has a moral code and it is the responsibility of the adults to instil this moral code in the minds of its youths. Since the advent of formal education, the society has expected the schools to contribute positively to the moral education of the students in secondary school. Secondary education in Cameroon is meant at preparing the learners for valuable living conditions within the society and training for further education. In order to live a valuable life within any given community and contribute towards the social, economic, and political development of the nation, the appropriate skills, values, attitudes, knowledge, and competencies must be impacted into the individual (Ngwokabuenui, 2015, p.65). Stakeholders have experienced magnificent increase in students' indiscipline in secondary schools in Cameroon. Indiscipline has been a major and continuous administrative problem among secondary schools in developing countries. Denga (1999) in his study identified indiscipline problems such as stealing, truancy, sexual offence, vandalism and cheating as destructive practices**.**

The percentage of students who drop out of school in most urban and rural areas of Cameroon, is on an increase. These students cultivate and demonstrate deviant behaviors and may never fulfill their potentials. They become burdens to the society (Ngwokabuenui, 2015, p.65). There is an outcry of Cameroon educators, administrators and parents about the increasing rate of indiscipline in Cameroon secondary schools (Ngwokabuenui, 2015, p.65). This observation unsettles the mind of patriotic Cameroonian since children are considered the future leaders of the country.

There is an outcry from the public regarding this persistent problem of student moral behavior (Ngwokabuenui, 2015, p. 66). This has enabled the researcher to find out the relationship between teaching methods and students moral behavior. A major task facing educational administrators is the continuous existence of the problem of dropout, deviant behaviors, examination malpractice, lateness and poor academic performance among students. The need has therefore arisen for school administrators, teachers, parents and the general public

to curb indiscipline in schools. Cameroonians cannot remain complacent when large human and material resources are wasted, indiscipline is rampant, and an atmosphere of insecurity, frustration and instability are created in schools leading to ineffective learning (Ngwokabuenui, 2015, p. 66). Lack of self-discipline among students moved the researcher to find out the major causes and contributors of students' indiscipline in secondary schools in Cameroon and the interest and anticipation of finding long lasting solutions (Ngwokabuenui, 2015, p. 66).

1.1 Statement of the Problem

It has been realized that students' indiscipline in secondary schools in Cameroon has become a cankerworm that has eaten too deep into the students' moral behavior. Students have become uncontrollable and highly disrespectful to themselves, teachers, school administrators, parents and to the society at large. They portray different types of indiscipline behavior among which include the following acts: boycotting of lessons, watching and practicing pornography, lies telling, violence, dishonesty, disobedient to teachers, prefects, and school administration, rapping school/class mates, alcohol consumption, confronting as well as stabbing teachers in schools, vandalism, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting; among others (Ngwokabuenui, 2015, p.65). A recent case was that of a teacher who was assaulted and murdered by a student of lycee of Nkolbisson in January 2020. During the pre-inquiry carried out in five government secondary and high schools in Cameroon precisely in Mfoundi Division (lycée de Nkolbisson, Lycée general Leclerc, lycée de NgoaEkellé, lycée d'Ahala, lycée de Nsam-Efoulan and lycée of Afan Oyoa), many students are dismissed because of conduct. The students failed in the affective domain which leads to their dismissal, imprisonment of some students and deaths of some teachers (Guardian Post, N°1824**).** These moral misconduct in school greatly affects the quality of teaching and learning, uncovered school curriculum (Mariene, 2012; Munyasya, 2008; Onyango, 2008; Kabiru, 2007), resulting to poor results, dropouts, and wastage of resources invested by stakeholders of education such as parents, and the government.

This misconduct is partly because little attention and emphasis are laid on the use of appropriate teaching methods incorporating moral objectives in each lesson in secondary schools. According to Watson (1924), children can be molded to be what we want. If Watson is correct, why is moral behavior still a big issue in our school which has a negative effect to our society? This hinders the dream of Cameroon to become an emergent democratic and united country by 2035 as prescribe by G.E.S.P. (2009). Since the youth of today are the pillars of a strong nation tomorrow. There is a problem of teaching methods and student moral behavior in our secondary and high schools. The problem underlined in this study is the bad student moral behavior. From the pre-colonial to present, we discovered that student's cognitive performance in class work and public examinations has recorded a great improvement but regarding the affective domain which builds the moral behavior of student, is witnessing a decrease. Therefore, what is the relationship between teaching methods and students' moral behavior in secondary and high schools?

Reseach question
To what extent dose the teaching methods influnce students' moral behaviour in secondary schools

1.2 Literature review
Teaching methods
A teaching method is made up of the principles and methods used by teachers to enable students to learn. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a teaching method to be appropriate and efficient it must be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Landoy (2019), believes that to achieve an effective teaching, we combined the techniques and methods considered classic with the modern ones (Blummer, 2009). According to Barry (2010), teaching effectiveness include variety of teaching, planning activities, educating strategies in students' learning process. Here it involves strategies and activities used by the teachers in secondary schools to impart moral skills, attitude and knowledge. It is believed that effective teaching method not only could improve on student's learning skills, but it also shapes on their learning attitude and moral behaviour. One of the most important outcomes would be the student attitudes toward learning (Seidel & Shavelson, 2007). This attitude could still be moral attitude and behaviour in the school milieu. Student's learning can be improved through adjustments in the instructional practices of educators in the classroom (Barry, 2010). Students from different backgrounds behave differently; possess different characteristics and attitudes. To improve on student learning process, it is unnecessary to adjust on the structure. Instead adjustment is ultimate on the instructional practices of educators (Elmore, 2010). Educational instructors with less teaching experience somehow are less able to control as well as to communicate effectively with the students due to less understanding of the actual needs and demands of learners (Manaf, Abdullah, Osman, 2015). Teachers with least experience in moral education instructional strategies and methods will not be able to communicate and impact moral behaviours and skills to

learners. Past studies have indicated that students are the most significant sources in providing feedbacks on their learning experiences (Theall and Franklin, 2001). Teaching effectiveness evaluated by students tend to be more reliable, valid, useful as well as unbiased (Murray, 1994). Teaching and learning are the correlated process and the common measures of good teaching are the volume of students' learning outcomes.

This teaching strategy allows the learners to focus on the lectures and instructions to seek information. This strategy enables an educator to apply constructive planning on class activities to create the positive effective learning atmosphere (Thorburn and Collins, 2006). This type of approach refers to the utilization of real case scenarios as an instructional tool for students to actively engaged in a discussion. The quality of teaching is the preparation and knowledge an educator possesses, knowing the content to be delivered to learners and the ways to disseminate in an effective classroom (Heck, 2008). An educator's personal qualities are related with teacher effectiveness. The qualities that drive the educators to be efficacious included moral values like the educators' philosophy or principles, honesty and integrity as well (Al-Barwani, Al-Ani and Amzat; 2012). The professional quality and teaching methods is one of the elements that concern on what an educator must bring or contribute. Students commonly get acquainted with peers and adults, and their social perceptions and relations are related to and predictive of education outcomes (e.g. Patrick, Kaplan and Ryan, 2011). The perception by students of their classroom environment involve affiliation, cohesion, fairness, mutual respect as well educators' support which relate to motivational level and achievement behaviours (Patrick, Ryan and Kaplan, 2007). As mentioned by Sturmer, Konings and Seidel (2007) that the constitution of knowledge often arises within the socialization of students in a classroom and good moral behaviours. Students are advocating to accumulate knowledge within the society of students to develop their knowledge as well as monitor and observe other students' learning process. Educators need to create a favourable class social climate and positive moral teaching strategies so that the learners are being motivated and stimulated in gaining more knowledge, sharing the information and discussing the outcomes. Without a compatibility atmosphere and love, honesty, care, students are unable to work as a team, collaborate as a group, exchange the information and explore the knowledge together.

Teaching strategies become appropriate to an educational approach by choosing them according to certain criteria such as:
- The pedagogical conception of the teacher dependent on the paradigms on which he bases his opinions.
- The pedagogical conception of the historical period to which reference is made, the trends in pedagogical practice.

The exchange of ideas can be linked to moral values because the moral behavior is a practical concept that need to be applied in the upbringing of students in schools. The idea is that learning demands both a grasp or figurative representation of experience and some transformation of that representation (Rodwell, 2005). With moral behavior, students need to represent the moral experiences all that they do in their daily activities. The result is four different types of knowledge, which correspond to different styles according to which people acquire, and subsequently transform, knowledge (Kolb, 2004)

In the following series of reviews, we consider the available evidence for the efficacy of each of the learning techniques. Each review begins with a brief description of the technique and a discussion about why it is expected to improve student learning. We then consider generalizability highlight any research on the technique that has been conducted in representative educational contexts, and address any identified issues for implementing the technique. (McCown, & Biehler, 2009).

Practice Learning Through Repetition
Practice Learning is the act of rehearsing a behavior over and over, or engaging in an activity again and again, for improving or mastering it, as in the phrase "practice makes perfect". Sports teams practice to prepare for actual games. (Terenzini, 2005). Spaced Repetition is a learning technique that incorporates increasing intervals of time between subsequent reviews of previously learned material to exploit the psychological spacing effect. Repetition is an event that repeats, Rote Learning is a memorization technique based on repetition. (Kuh & Schuh, 2005). Kang (2016). Incorporating spaced repetitions into existing educational practice is feasible and has great potential to produce gains to learning without requiring added resources. Most people know from personal experience that if one is trying to learn something well—be it a set of facts, concepts, skills, or procedures—a single exposure is usually inadequate for good long-term retention. We are all familiar with the adage "practice makes perfect." But what is less obvious is that the timing of the practice (*when* it occurs) matters a great deal: Having the initial study and subsequent review or practice be spaced out over time generally leads to superior learning than having the repetition(s) occur in close temporal succession (with total study time kept equal in both cases) Kang (2016).

The use of repetition as a learning tool stems from behaviourism (Watson, 2013; Skinner, 2014), which argues that the environment affects human behaviour, and advances the idea that learning occurs because of repeated exposure to a given stimulus. In recent years, repetition has received a lot of attention and several studies have focused on its role in different types of learning (Bygate et al., 2013; Horst, 2013). Repetition

entails complex integrated processes, involving language, executive and motor cognitive and neural systems. Billett, (2001), identifed four key strengths of learning learning through practice:

- ✓ Engagement in work tasks. Workplaces provide activities and interactions which are authentic in terms of the knowledge to be learnt for work that is undertaken in those settings. Their social and physical settings offer contributions that are directly aligned with the activities to be undertaken.
- ✓ Indirect guidance provided by the setting. Engagement in authentic settings and activities shapes and supports occupational learning in a range of ways. It provides access to understanding the situational requirements for performance, including the situated culture of practising in which occupational performance is grounded
- ✓ Practice within that setting. Individuals need to come to know those situational specific requirements through access to them, comprehending the requirements and monitoring how their appropriation at workplace tasks realize those goals. These aspects need to be experienced and learnt, because most likely they cannot be taught
- ✓ The close guidance of other workers and experts. Individuals are generally keen to perform well in authentic activities. It is through such engagements that effective (that is, well-grounded, compiled, linked) learning is most likely to arise through effortful engagement.

Group Work as a Teaching Strategy

According to Brown (2001, p.177), group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. group work is a learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Harris and Sherblom (2008, p.4) see group as a collection of at least three and ordinarily fewer than twenty individuals who are interdependent, influence one another over some period, share a common goal or purpose, assumed a specialized role, have a sense of mutual belonging, maintain norms and standards for group membership, and engage in interactive communication. Group work is a learning activity which involves learners working together in a small team or group to discuss moral lessons with the objective to give more opportunities for the students to be able to integrate the in the society and socialise with one another.

Organizing your students to work in small groups is a teaching strategy that is strongly recommended by many educators. Like discussion, group work relies on input from students. Children during moral education lessons can be organized in to group as this will foster tolerance, respect, unity and collaboration, socialization and love. Sometimes, group work does not produce the learning outcomes that the teacher hoped for, but this could be because of inadequate preparation by the teacher (Killen, 2002).   The main reason for using this strategy is that it can offer greater opportunities for students to learn than would be possible in whole –class teaching. This doesn't mean that it is always preferable to whole class teaching, but many teachers use a combination of both during a lesson (Barry, 2008). Students must learn how to work in group. This may not be easy for students who are used to teacher directed methods of instruction. Some students may find it hard at first to be accepted as group members. Some students prefer direct instruction and are not happy when the teacher asks them to work independently. (Mannison, 2002)

Johnson, et al (2008, p.29), classified group work into three general types: informal learning group, formal learning group, and cooperative based groups. The first types of group work, informal learning groups are clustering students in a single class session, for example asking the students to turn to their neighbour and spend two minutes for discussing a question posed to the students. The informal learning group can be used to focus students' attention on the materials to be learned, set a conducive mood in learning, help set expectations as to be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned by the students and before introducing the next session, and provide closure to an instructional session. The second type of group work is formal learning group (Johnson, et al., 2008). In this type of group work, the teams are formed to complete a specific task, such as performing a lab experiment, writing a report, carrying out a project, or prepare a paper for presentation. The latter type of group work is study teams or cooperative based group which are long-term groups with stable membership whose primary responsibility is to provide students with support, encouragement, and assistance in completing course requirements and assignments. Study teams inform their members about lectures and assignment when someone has missed a session (Johnson, et al., 2008).

Group work provides a 'naturalistic environment'. This means that students in group work are free from anxiety to experiment with the target language. This is like when they are exposed to a certain linguistic environment in which they can pick up the language. Brown (2001, p. 177) mentions the following advantages of group work:

- ❖ Group work generates interactive language. Small group provides opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning, for extended conversational

exchanges, and for student adoption of roles that would otherwise be impossible.

❖ Group work offers an embracing affective climate. When the students are in groups, they feel more secured. They cannot easily be criticized or insulted. Inhibited students become active and vocal in the process of learning and teaching. In small groups, they work together to achieve a certain goal. By working in groups, students' motivation and self-confidence increase (Brown, 2001)

❖ Group work promotes learner responsibility and autonomy. Group work makes students more responsible for action and progress. In small group, it is difficult for them to keep quiet and hide themselves.

❖ Group work is a step toward individualizing instruction. Small group can help students with mixed abilities to accomplish different goals. It makes the teacher easy to recognize the individual difference in terms of age, cultural heritage, and field of study, cognitive style, motivation, aptitude, and personality.

Role play and Classroom Discussion

Role-Play and Discussions based on classroom exercise role lays and discussions can be effective to sharpen critical thinking and develop an appreciationof ethical aptitudes (Rosnow, 1990). Role-plays based on dual se of dilemmas motivate students' active engagement with moral issues, and work as catalst for developing critical, analytical, argumentative and verbal skills. This activity should be done in an enjoyable and nonthreatening way (Johnson, 2010). Various situations involving ethical dilemmas canbe given to students for discussion. Teachers can participate in discussions and constantly monitor students' reactionswhether positive or negtive, and students' judgements. A set of examples of situations with ethical dilemmas are reported (Rosnow, 1990) that can be useful to teachers or they can find them from any valid sources. At the end of discussions, students should be able to understand their own ethical assumptions, and compare them with the acceptable norm. Importantly, students will be able to understand any bias that can distort the ethical standpoint or be convince in eliminating any ethical ambiguities that may exist in their minds.

Discussion is an orderly process of face-to-face interaction in which people exchange ideas about an issue for solving a problem, answering a question, enhancing their learning, or planning. Bridges (Killen 2002) suggests that for an exchange of ideas to be called a discussion, it should meet five conditions: People must talk to one another; People must listen to one another; People must respond to one another. A discussion can either focus on solving a problem or focus on exploring an open-ended issue. Some of the most appropriate times for whole class discussions may be when you want students to develop a sense of ownership over their new knowledge and responsibility for their own learning. There is need to help students to think critically about the subject and develop their skills of analysis, synthesis and evaluation, rather than just memorize facts (Mc Burney-Fry, 2000). Discussions actively involve students in learning and because of this, students can feel that they are making a real contribution to their own learning. A discussion is more likely to maintain a student's interest than a passive; teacher directed learning experience (Barry and King, 2005).

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for furthering students thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas to build their knowledge, understanding, or interpretation of the matter at hand. Discussions may occur among members of a dyad, small group, or whole class and be teacher-led or student-led. They frequently involve discussions on moral issues focusing on a problem, issue, or topic that has its basis in a "text" in the larger sense of the term (e.g., a discipline, the media, and a societal norm). Other terms for discussions used for pedagogical purposes are instructional conversations (Barry and King, 2005).

Discussion methods of teaching vary on several dimensions. Roby (1988), classifies types of discussions primarily on a continuum that relates to whether the teacher or students, or both, have interpretive authority. A secondary dimension is the content of the discussion. Using the content dimensions, he identifies three types of discussion as follows:

- Problematical discussions which focus on the solutions to either complex or simple problems in which the teacher is dominant in the discussions.
- Dialectical discussions focus on expressing, comparing, and refining students (and the teachers) points of view, and the students play a dominant role in the discussions.
- Informational discussions focus on controversial issues within an accepting atmosphere, and students have considerable freedom to bring up issues they wish to discuss.

The understanding of science, values and objectivity supports the validity for discussing values in a science classroom, which lead to scientific inquiry. Cultural differences may imply ethical disagreements, and especially in pluralistic societies on a global scale. Students should be inspired to learn and practice science for negotiating within and without familiar settings and situations (Zeidler et al., 2005). Teachers may carefully choose the issues that stimulate debates and discussions. As an example, students may be asked to debate and discuss a

current issue (e.g., addressing a scientific approach to solve the current global warming issue). This will allow students to explore the implicated components related to this issue, such as cost effectiveness of eliminating greenhouse gas emissions, and the social and ethical responsibilities of industrialized nations who are mostly responsible for causing the problem. Teachers should be well aware of current scientific knowledge and emerging technologies which may further introduce new ethical and social dilemmas based on pre-existing values.

Teaching Learning Methods and Students' Moral Behaviour

Many teachers lack the knowledge of good teaching strategies and some use only one teaching method and do not involve pupils in activities that will promote behaviour. They do not follow up pupils' activities in school. Furthermore, many teachers are really bad role models and children cannot relate what they say to what they do, which may negatively influence pupils" behaviour. Tsafack (2003) believes that we cannot require a certain line of conduct and behaviour from individuals, when we have not taken care to inculcate the same in them.

According to Schuitema et al. (2007), teaching strategies for curriculum-oriented moral education found the following elements which include problem-based learning, working in groups, discussions, and using subject topics incorporating moral issues, dilemmas, and values. A *problem-based* instructional design is chosen. What has been learned must be meaningful in the context of students' personal objectives and they must be able to connect the learning content with their prior knowledge. To make learning more meaningful to students, Beane (2002), recommend co-operative learning and stimulating students to direct their own learning process. Students can choose between many subjects to work on or they can   put forward their own questions and concerns (Beane 2002). Some studies propose teaching strategies in which students are encouraged to investigate the subject by themselves, including collecting information.

Students can apply their own knowledge and interests to the subject in such an inquiry oriented approach. When students actively develop knowledge, attitudes, and behaviours, rather than receiving them passively, the effect is more lasting according to . A problem-based approach in which students can make their own choices about the curriculum is also assumed to contribute to an open and democratic classroom climate. Many authors stress the importance of involving students in the decision-making process . According to Battistoni (1997), democracy can only be taught in a democratic environment. In addition, authors stress the importance of a classroom climate in which students are encouraged to participate actively and express their opinions (Torney-Purta 2002). A change in attitude is most likely when students can explore options and values in an egalitarian and open manner. Therefore, teachers must use an egalitarian teaching style with opportunities for debate.

According to Schuitema et al (2003, p.10), teaching strategies for curriculum-oriented moral education are problem-based learning, working in groups, discussions, and using subject topics incorporating moral issues, dilemmas and values. What has been learnt must be meaningful in the context of students' personal objectives and they must be able to connect the learning content with their prior knowledge (Schuitema et al., 2003, p.11). To make learning more meaningful to students in secondary schools, researchers recommend co-operative learning and stimulating students to direct their own learning process (Beane 2002). Students can choose between several subjects to work on or they can put forward their own questions and concerns (Beane, 2002).

Students can apply their own knowledge and interests to the subject in such an inquiry-oriented approach. When students actively develop knowledge, attitudes and behaviours, rather than receiving them passively, the effect is more lasting. A problem-based approach in which students can make their own choices about the curriculum is also assumed to contribute to an open and democratic classroom climate. Democracy can only be taught in a democratic environment. In addition, authors stress the importance of a classroom climate in which students are encouraged to participate actively and express their opinions (, Torney-Purta 2002).

Teachers must use an egalitarian teaching style with opportunities for debate, exercises in self-selected small groups and some self-direction in activities. Moreover, such a classroom climate will enhance students' self-confidence and self-esteem. The influence of the Just Community approach which emphasizes the importance of involving students in the decision-making process (Althof 2003). Discussions about moral issues must be linked to moral action if they are to foster responsibility in students. Joint decision making by teachers and students is the most concrete way of doing this (Schuitema et al., 2003, p.11). In many of the proposed curricula, students must work in small groups. The main argument in favour of co-operative learning is that it stimulates students' critical-thinking skills and enhances perspective taking. While working together, students must think about social issues in an active way and must consider other students' opinions

Murray (1999), explains a curriculum on ethical dilemmas in biology in which groups of four students choose an issue and work together on a presentation. Two members of the group must consider a stance in favour of the issue and the two others a stance against it. Furthermore, it is assumed that working in group's benefits the interaction between students and helps them to practise communication skills, to resolve differences of opinion, and to tolerate disagreement (Hicks 2001). Although group work figures prominently in studies regarding the prosocial and moral development of students, few authors pay attention to 'learning to work

together'. In their case study project on social competence, Ten Dam &Volman (2003) describe a few projects in which teachers explicitly attempt to enhance the quality of group work in the first stage of secondary education. Guided assignments put students in situations in which they must work together.

Explicit attention is paid to reflection on the group process and the quality of the collaborative work done. When they collaborate together, they learn to live together, loyal, humble, respect, tolerance. They are also an opportunity for teachers in secondary to observe if the moral lesson taught are being assimilated and practiced by students. Drewe (2000), argues that physical education provides opportunities for students to learn to co-operate with each other in an appropriate way. As moral rules need to be applied in sport, physical education represents a real-life situation in which students can practise moral behaviour (Schuitema et al., 2003, p.11).

Some researchers propose enhancing teamwork in moral education by using multimedia technology. McQuaide et al. (1999) discuss a computer simulation programme in which students can put themselves in the shoes of a bank's vice-president. This change of perspective confronts them with ethical decisions such as how to deal with an embezzler. Another instructional element that is frequently mentioned in studies on moral education is classroom discussion or discussions in small groups. Most authors consider dialogue and interaction to be essential for enhancing the prosocial and moral development of students. The argumentation for this, however, differs. Kohlberg's work has inspired many studies focusing on discussions about moral dilemmas. His early work concentrated on such discussions in the classroom (Blatt and Kohlberg, 1975). The need to solve conflicts and to consider the perspectives of others is assumed to stimulate cognitive moral growth.

Murray (1999) focus on discussions on ethical dilemmas in science to stimulate critical-thinking skills and moral reasoning. For most authors, however, the importance of dialogue and interaction goes beyond the teaching of cognitive skills. It is particularly argued that citizenship in a democratic society requires being able to communicate with different social groups with different points of view. Discussing moral issues in the classroom provides an excellent opportunity to practise communication skills. Moreover, it stimulates the development of attitudes such as tolerance, respect, 'open-mindedness' and autonomy . From a cultural historical point of view, moral development is inherently social. Students not only must learn how to reason about morality, but morality itself is a cultural practice in which students must learn how to participate (Tappan 1998). Although classroom discussion is an essential element in curriculum-oriented moral education, relatively few studies elaborate on the question of how to engage students in discussion.

Saye (1998) suggest an alternative approach. Their 'indirect approach' focuses on fostering skills and attitudes without committing oneself to a specific conclusion. By asking questions teachers can stimulate students to evaluate options and guide them to a deeper understanding of ideas and to a thoughtful conclusion. Students not only learn to think critically and independently, but also develop more respectful, tactful and kinder attitudes and behaviour. The main argument for using literature and drama is that they provide a stimulating context for students in which they can think and reason about moral dilemmas. From the perspective of character education Estesand Vásquez-Levy (2001) recommend the use of literature because it confronts students with moral values and ethical issues. Doyle (1997) argues that this can help to avoid moral relativism. He argues that 'solving' moral dilemmas are not a matter of presenting the right arguments but of placing values in a historical and cultural context.

Students can learn the values of their cultural inheritance through literature. Doyle suggests reading the ancients (e.g. The Odyssey and The Bible) and what he calls 'the great documents of citizenship' (Magna Carta and the Bill of Rights) We have already seen that Kohlberg's developmental approach has been criticized for focusing too much on the cognitive aspects of moral development (Noddings 1992). In line with this critique, drama has been put forward because of its potential to involve individuals emotionally (Basourakos 1999, Winston 1999). Students can identify with the moral agents in the story and internalize the emotional content of complex, 'real life', moral dilemmas. The capacity of dramatic narratives to heighten the moral experience is assumed to be much stronger than that of written narratives. Pre-performance and post-performance discussions are considered necessary to stimulate students to reflect on the moral dilemmas the characters encounter.

Basourakos (1999) suggests guiding questions such as 'what are the circumstances that determine each moral conflict in this play?' or 'what other options could have been available for the moral agents to resolve their moral conflicts?' Other authors argue that students will be even more able to empathize with the characters in the play if they act in it themselves (Bouchard 2002, Day 2002). Moreover, by acting as a moral agent within a specific context, students can develop moral authority and skills for empathic caring (Verducci 2000). In the Forum theatre workshop (Day 2002), for example, the aim was to increase students' empathy with refugees and homeless people and to encourage them to become moral agents in their own lives. In the tradition of the Forum theatre, students could not only influence the script of the play but also perform in it themselves. From a cultural historical point of view, Bourchard (2002) argues that a moral issue that has emerged from a learning experience with drama must be re-introduced in a personal dialogue with the teacher. By doing so, students must assert their authority and take responsibility for what they think and feel.

Theoretical review

John B. Watson Behaviourism Theory (1879-1958)

Watson behaviourist theory focused not on the internal, emotional and psychological conditions of people, but rather on their external and outward behaviour, He believed that a person physical response provided the only inside into the internal action. He spent much of his research applying his theory to child development and early learning (Plucker & Jonathan, 2003). He conducted several experiments exploring emotional learning in children. One of his most famous experiment was the little Albert experiment, which exploit classical conditioning using a nine-month-old baby boy. In the experiment, Watson demonstrated that little Albert could be conditioned to fear something, like a white rat, when no such fear existed initially. He combined a loud noise with the appearance of a rat in order to create fear in the baby.

Watson in Psychological Care of Infant published in 1928, cautioned against providing children with too much affections, and instead endorsed the practice of treating children like immature adults. He believed that early attachments could contribute to a dependent, needy personality in adulthood, emphasizing that people do not receive excessive comfort in adulthood and they should not receive it in childhood. He especially argues against thumb sucking and excessive sentimentality, and parents should be opened and honest with children about sexuality (Rilling, 2000). He strongly believed that a child's environment is the factor that shapes behaviour over their genetic makeup or natural temperament. Watson is famous for saying that he could

"Take a dozen healthy infants…. and train any one of them to become any type of specialist he might select doctor, lawyer, artist, merchants-chief, and, yes, even bagger man and thief. In order word, he believed that you can expose the child to certain environmental forces and over time conditioned that child to become any type of person he wants" (John Watson and Behaviourism: Theory & Experiment, 2014)

In relation to the study, these environmental forces in the classroom context could be strategies and methods to enforce love, unity, peace, and respect for one another. These methods and strategies include group work, flipped classroom teaching, learning through repetition, drill and practice, direct instruction, and classroom discussion. Subject matter in citizenship lessons should be self-sufficient, significant, valid, and feasible, within the learners' abilities. The teaching learning objectives should be those that encourage students to be involved and develop their own learning skills. These activities in the classroom will enable student even those with bad moral behaviour to change, socialise positively in school and the societies in which they find themselves. Parents who also have a role to play in the moral behaviour of the students should be honest and opened to their children at home on moral issue like sexuality.

From this theoretical perspective, all types of moral behaviour can be learned through the conditioning process. Positive moral behaviour like respect, love, peace, unity can be taught by using suitable stimulus like rewarding students with candies, asking other students to clap, rewarding them with marks, and good praises each time a student greet the teacher, share with friends, respect for classmates and teachers, lives in harmony and work in groups. The students will adapt to these positive moral behaviours because of the stimulus. To master the skills in solving problems in class like conflict resolution, disrespect, stealing, cheating, students will be guided on how to relate the relationship between all responses systematically. To consolidate moral virtues in the memory, more exercises should be carried out after learning. During the teaching learning process, teachers should use suitable stimulus like appreciations, candies, piece of chalk, and at the same time avoid stimulus which will produce negative effects like fighting, insulting, stealing and sexual abuse and disrespect.

To develop moral discipline in the classroom environment, secondary school instructors would need to fulfil four conditions (Watson, Solomon, Battistich, Schaps, & Solomon, 1989). These conditions include:

➢ The teacher–child relationships would need to be warm, supportive, and mutually trusting.
➢ The classroom would need to be a caring, democratic community in which each child's needs for competence, autonomy, and belonging are met.
➢ Children would need opportunities to discuss and refine their understanding of moral values and how they apply to everyday life in the classroom.
➢ Teachers would need to use both proactive and reactive control techniques to help children act in accordance with prosocial values and that enhance (or at least do not undermine) the above goals.

Moral competency also requires that one knows how to carry out the actions that are called for by one's internal moral values, and have the stamina or determination to act in caring or moral ways in the face of obstacles. Thus, a management and discipline system focused on supporting moral behavior also will need to focus on teaching the social and emotional skills and competencies required for moral action and help students build moral stamina and determination (Lapsley & Narvaez, 2006). The developmental approach to classroom management and discipline needs to involve students in creating and maintaining caring, democratic learning communities. Students in secondary schools will need ways to influence decisions that affect the community and opportunities to take responsibility for the community.

Teachers will need to help students develop the skills of friendship and self-regulation. Thus, Developmental Discipline involves some form of collaborative learning—opportunities for students to learn and

work together in fair and caring ways under the guidance of the teacher. It also involves guidance in conflict resolution—explicit teaching of strategies to resolve conflicts fairly; class meetings for planning, decision-making, and influencing community decisions and life; and class jobs or responsibilities (Lapsley & Narvaez, 2006). Teachers are also advised to limit competition, encourage students to help one another, and, look for ways to provide choice in, for example, learning topic, how the learning is accomplished, when and how long learning activities are engaged in, and how the learning is demonstrated or shared.

1.3 Methodology
Mixed Methodological Approach

This study will employ a mixed methodological approach which is the combination of qualitative and quantitative approaches at different stages in the research process. The focus will be on collecting, analysing, and mixing quantitative and qualitative data in a unique study. According to Kemper, et al (2003), mixed methods design involves both qualitative and quantitative data collection and analysis in parallel form (concurrent mixed method design in which two types of data are collected and analysed in sequential form).

Creswell et al (2004, pp.7), point out that a mixed methods research is more than simply collecting both qualitative and quantitative data because data are integrated, related, or mixed at some stage of the research process. They also indicate that the underlying logic to mixing is that neither qualitative nor quantitative methods are sufficient in themselves to capture the trends and details of the situation, and when used in combination with both qualitative and quantitative data yield a more complete analysis, as they complement each other. Mixed methods research includes the use of induction which refers to the discovery of patterns, deduction which involves testing theories and hypotheses, and abduction which refers to uncovering and relying on the best set of explanations for understanding one 's results (Onwuegbuzi & Johnson & 2004, p. 17)

According to Shank (2002, p.5), qualitative research is a form of systematic empirical inquiry into meaning. Systematic means "planned, ordered and public", following rules agreed upon by members of the qualitative research community, empirical means this type of inquiry is grounded in the world of experience while Inquiry into meaning says researchers try to understand how others make sense of their experience. Lincoln and Guba (2000, p.3), on his part claim that qualitative research involves an interpretive and naturalistic approach, meaning that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. The use of this approach in this study will investigate the effect of curriculm development on students' moral behaviour in schools.

Quantitative research on the other hand, concerns the explaining of an issue or phenomenon through gathering data in numerical form and analysing with the aid of mathematical methods; statistics (Aliaga, & Gunderson, 2002). Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment to support or refute alternative knowledge claim (Leedy & Ormrod 2001; Williams, 2011). Quantitative research employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data (Creswell 2003; Williams, 2011, p.18). The use of this approach in this study will investigate the extent to which curriculum development influence students' moral behavior in schools through the compares of students' behaviors in an experimental and control groups

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1.4 Findings
Table 1: Responses on Teaching learning methods

Statement	SA	A	N	D	SD
Teaching activities are conducted in such a way as to allow the opportunity for conceptualization of knowledge and skills, application and evaluation rather than mere memorization of information to be acquired.	218 (42.6%)	146 (28.5%)	24 (4.7%)	66 (12.9%)	58 (11.3%)
The teaching process frequently allows for various applications such as discussion or question and answer sessions to be incorporated rather than merely didactic methods.	231 (45.1%)	162 (31.6%)	28 (5.5%)	57 (11.1%)	54 (10.5%)
The teaching process is conducted in such a way as to offer the opportunity for students' development by way of creative and critical thinking.	184 (35.9%)	216 (42.2%)	26 (5.1%)	41 (8.0%)	45 (8.8%)
Within the teaching process, space is allocated to allow for students' active participation.	128 (25%)	222 (43.4%)	21 (4.1%)	67 (13.1%)	74 (14.4%)
Teaching activities are conducted in a cooperative manner to allow for the opportunity to share knowledge and skills acquired rather than simple transfer of the teacher's knowledge.	182 (35.5%)	199 (38.9%)	20 (3.9%)	53 (10.4%)	58 (11.3%)
The teaching process is conducted in a cooperative manner for common objectives rather than activities based on competition.	178 (34.8%)	229 (44.7%)	25 (4.9%)	40 (7.8%)	40 (7.8%)

As can be seen from the table above, the analysis of the responses given by the respondents on the various questions indicated that a dominant majority of the respondents have been using teaching learning method. The survey revealed that a significant number of 218 respondents strongly agreed that teaching activities are conducted in such a way as to allow the opportunity for conceptualization of knowledge and skills, application and evaluation rather than mere memorization of information to be acquired are adequate for student's moral behaviour in selected government high school in Mfoundi division. Another significant number of 231 respondents strongly agreed that the teaching process frequently allows for various applications such as discussion or question and answer sessions to be incorporated rather than merely didactic methods. Yet, another significant number of 216 respondents agreed that the teaching process is conducted in such a way as to offer the opportunity for students' development by way of creative and critical thinking. Again, a significant number of 222 respondents agreed that within the teaching process, space is allocated to allow for students' active participation. 199 respondents seriously consider to teaching activities are conducted in a cooperative manner to allow for the opportunity to share knowledge and skills acquired rather than simple transfer of the teacher's knowledge and 229 respondents agree that The teaching process is conducted in a cooperative manner for common objectives rather than activities based on competition. The conclusion is that there is a high use of teaching learning methods among the respondents in the study.

1.5 Discussions of findings
This study sort to examine the relationship between teaching methods and students' moral behaviour in secondary schools. More specifically, it was hypothesised that there is a relationship between teaching methods and students' moral behaviour in secondary schools. The results for this study indicated that there is a significant positive relationship between teaching methods and students' moral behaviour. The results indicated that if teaching methods is improved by 10%, students' moral behaviour will improve by 0.19%. Meaning that the effects of teaching methods is statistically significant at 10% level of significance

The results of this study adds to the study by Ngwokabuenui (2015) that constant negative labels on students, abuse of seniority by school prefects, students poor study habits and students restlessness and inattention in class were the major factors. The excess energy accumulated by children kept passive and inactive for long tends to make them inattentive in class and restless. Students may become restless and inattentive when lessons are boring due to acute shortage of instructional facilities and problems of curriculum

1.6 Recommendations
Citizenship Teachers
Moral values are important in a person's life to live a good life. The increasing violence, juvenile crime, and pregnancy in adolescent masses are a direct result of lack of moral value in students. Children are the parent's greatest assets and the future of a nation. Teaching good moral values is necessary to develop the right qualities and habits in children. It is the responsibility of parents, teachers and student care centers to teach the students

good moral values in addition to good education. Teaching good moral values to children at a young age will make them better citizens and can help reduce the crime to a much extent.

As a recommendation to the citizenship teachers, they should be able to accumulate knowledge through certain learning activities by interacting with environment and utilize language, visualization and planning to manage thinking, understanding and memorising the content. When this is done, students will be able to relate the current and previous learning and hence formulate new implications even if the subject matter is tough.

All the teachers should be involved in the teaching of morality in secondary schools. Firstly, through their action since students learn by imitation. A teacher should not smoke and at the same time ask students not to smoke because smoking is not good. Teachers should not take bribe from students in exchange for marks and other favours and in class tell students that bribery and corruption is not good.

Citizenship educators should help students to develop realistic and achievable goals, make decisions based on those goals and finally reach their goals at the end of the moral education program. This is because they are not provided with enough information on their learners' and courses' goals and should bear in mind that the role of an instructor is to clarify the goals for himself/herself and then negotiate them with the students. The citizenship teachers should organize the classroom activities in accordance with disparate students' and overall course's objectives. They should gather detailed information on the course and formulate suitable objectives on moral education in secondary schools.

Citizenship instructors should involve students in the subject matter, through effective teaching strategies because different style of teaching methods can create different style of learning. A lecturer with expertise in a field could provide more grasp, knowledge acquisition and thinking skills to students in assisting them understanding better on a subject matter. Teaching effectiveness require that citizenship educators in secondary schools should possess adequate knowledge in enabling them to present information through sufficient explanations in obtaining the course objectives in moral education.

Each and every lesson taught in secondary school should have a moral lesson. A teacher should be able to bring out a moral lesson from each lesson he or she teaches. They should not only show that the responsibility of teaching morality on citizenship teachers. Moral lessons should be more of practical unlike cognitive based where students reproduce what was taught in class but in normal day to day activities the student is nuisance in the society. Moral lesson should not be direct instruction but practical. It is both logical and essential that for schools to perform their roles creditably, teachers'' colleges be able to produce a reliable cadre of teachers who are competent as persons and as professionals to implement Morals and Values Education. Teachers should be able to appreciate the importance of understanding the factors and contexts which are influencing the behaviour, choices, lifestyles, health and welfare of children and young people and their families;

Students

Students must learn how to work in groups. Group work provides a 'naturalistic environment'. This means that students in group work are free from anxiety to experiment with the target language. This is like when they are exposed to a certain linguistic environment in which they can pick up the language .Group work generates interactive language. Small group provides opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible. Group work offers an embracing affective climate. When the students are in groups, they feel more secured. They cannot easily be criticized or insulted. Inhibited students become active and vocal in the process of learning and teaching. In small groups, they work together to achieve a certain goal. By working in groups, students' motivation and self-confidence increase. Group work promotes student responsibility and autonomy. Group work makes students more responsible for action and progress. In small group, it is difficult for them to keep quiet and hide themselves.

Students must have in mind that dishonesty and cheating are wrong and will get them nowhere in the future. As a student, one is only hurting oneself by cheating. Dishonesty, even if effective in the short term (e.g., cheating on a test), will eventually catch up to a person and end with negative consequences in the long term like being unable to pass an entrance exam for a college class due to having cheated on tests in related subject matter.

There should show respect for others. Respect for others should include respecting different religions, races, sexes, ideas, and lifestyles. When we lift those around us instead of putting them down, we all have a better experience. Students need to learn that their successes will not be built on others' failures. For students to develop moral values, there must be Cooperation. They must work together and develop healthy competition that can help students to innovate, but to be truly successful as a society, they must cooperate first and foremost.

To develop moral behaviour, secondary school students should be friendly with everybody in school. For them to have character is to have a set of qualities that make them into a rounded person, they should have a good character with their teachers and speak up when they see someone being bullied, cheat sometimes on a test or in homework given in class. The students should make decisions about moral issues or problems in life and should be willing to share with others, even if they are not friends and resolve conflict without fighting or threats

with their classmates. The students should have concern and advice their classmates if they cheat during examination and have the responsibility to care for the environment. They should take responsibility for organizing themselves in class and cooperate with the teachers to develop positive attitudes.

1.7 Conclusions

Education is the strongest weapon that can shape and reshape the moral behavior of a country and a nation at large. By education, moral values can be improved, especially students. There are several cases that are done by the teenagers or students such as crime, violence, married by accident, bullying, gangster, drugs, free sex, etc. that are done by the senior at school to the junior. Which has been so alarming and is gradually becoming a threat to the nation and to humanity. Teachers should implicitly impart values when they select and exclude topics; when they insist on correct answers; when they encourage students to seek the truth of the matter; when they establish classroom routines, form groups, enforce discipline, encourage excellence. The development of good teaching methods helps to plan, organize, execute and attain results in a systematic approach. Teachers with good teaching methods help to provide answers or solutions to the world pressing problems like the development of students' moral behavior. The school curriculum particularly in secondary education must be developed to preserve the moral identity of students ensure the growth of the nation and co-existence.

The study has five specific objectives to examine the effects of curriculum development on students' moral behavior in secondary schools in Mfoundi division. The works of authors and researchers related to the study, theoretical framework, models of curriculum development and moral development are highlighted and discussed in the work. The mixed methodological research design is used with a sample 100 and 7 citizenship teachers with 7 discipline master from seven government secondary schools with a questionnaire scale and interview guide as instruments for data collection. The data was analyzed in relation to the research hypotheses using multiple regression analysis, Pearson correlation. In the process of data analysis, the results reveal that learning objectives, teaching content, methods, teaching learning materials and evaluation methods have a significant relationship with students' moral behavior in secondary schools. Some implications, limitations, and recommendations derived from the findings are made to curriculum developers, citizenship educators, parents, secondary school students and final conclusion done.

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