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SECONDARY SCHOOLS IN MOMBASA COUNTY**

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**ABSTRACT**

*This study explored the influence of school culture on the provision of value-based education in Muslim private secondary schools in Mombasa County. Using a descriptive survey design, data were collected from 366 respondents, including board members, principals, and teachers, through interviews and questionnaires. The findings revealed a significant positive correlation ( $p$ -value = 0.00) between school culture and students' internalization of values. A culture that fosters respect, inclusivity, and community engagement was found to enhance value-based education. The study concluded that school culture, shaped by shared values and norms, is a critical factor in successfully delivering value-based education. It recommended that school management prioritize fostering a supportive school culture, with leadership playing a key role in modeling values, engaging stakeholders, and establishing clear behavioral guidelines to reinforce cultural and religious values.*

**Key Words:** Culture, Muslim Education, Value Additions

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## INTRODUCTION

Value-Based Education (VbE) includes the institutional principles a school upholds, its inclusion policy, relationships, and ethos. Schools implementing VbE ensure core values like respect are ingrained in policies, management, and interactions (Taylor, 2021). VbE teaches fairness, integrity, cooperation, and trustworthiness, strengthening education reforms for job opportunities and equal gender representation. In Muslim communities, it fosters competence in Islamic religious knowledge while emphasizing excellent character and professional skills (Hashim & Jemali, 2020).

Values serve as ethical frameworks guiding individuals' actions. Koutsokis (2019) states that values help assess moral correctness in oneself and others. Hill (2018) defines values as deeply held beliefs shaping priorities and life structure. Schwartz (2018) emphasizes values as aspirational goals directing choices and behaviors. These perspectives highlight values as both personal and societal, shaping ethical judgments and influencing individual life trajectories.

The Ubuntu principle, central to VbE, promotes humanity-affirming virtues like integrity, kindness, and forgiveness (Broodryk, 2019). It fosters caring, respect, and harmony essential for just communities. Ubuntu emphasizes collective problem-solving, compassion, and charity. These principles guide individuals in navigating societal challenges while ensuring a high-quality life through shared well-being. Broodryk (2021) notes that Ubuntu encourages a sense of family and communal support, reinforcing its role in fostering ethical education and moral responsibility.

Teachers play a vital role in instilling moral values like honesty, respect, and tolerance (Iyer, 2021). Values education can be integrated as a subject or a way of life. Successful VbE programs require teacher training for self-awareness and issue awareness (Drakes, 2019). Engaging parents, community members, and educators ensures effective value transmission. Through structured

learning experiences, teachers create safe spaces that foster student growth, moral development, and ethical decision-making in educational settings (Luckin and Issroff, 2018).

In the United States, values education evolved significantly in the 1970s due to shifting societal norms, emphasizing the importance of helping students articulate their core beliefs (Oeschger, Makarova & Döring, 2022). Teachers were advised against imposing their values on students, reflecting efforts to balance traditional morals with contemporary perspectives (Kirschenbaum, 2021). This period marked a transformative phase in education, ensuring that students were empowered to express their beliefs while maintaining respect for diverse perspectives (Kirschenbaum, 2021).

In Australia, values education aims to instill democratic principles, justice, and equity while fostering integrity, resilience, and respect for others' dignity (Australian Government, 2020). The education system emphasizes producing responsible citizens who engage in civic life, respect cultural diversity, and contribute to environmental sustainability (Australian Government, 2020). Schools play a crucial role in embedding these values, ensuring students understand their social responsibilities and develop a strong ethical foundation for personal and communal growth (Australian Government, 2020).

The European Union lacks a unified policy on value-based education but prioritizes social inclusion and common values through education (UNESCO, 2021). Shared principles such as fairness, integrity, cooperation, and trust underpin European societies, reinforcing the role of education in transmitting these ideals across generations (Arenas et al., 2020). Recognizing Europe's diversity, policymakers stress the need for education to bridge cultural gaps, fostering cohesion and a collective commitment to ethical standards (Arenas et al., 2020).

Nepal's new curriculum emphasizes values and character development, fostering ethical,

responsible, and compassionate individuals (Srivastava, 2023). It integrates value-based education, focusing on virtues like honesty, empathy, respect, and environmental consciousness (Srivastava, 2023). The goal is to shape citizens with both academic excellence and moral integrity (Srivastava, 2023). Through integrated learning, practical applications, competency development, and inclusivity, the curriculum prepares students for 21st-century challenges and opportunities (Srivastava, 2023).

In Rwanda, value-based education shifted in 2015 from knowledge-based to competence-based learning, emphasizing national values like excellence, equity, and patriotism. The curriculum fosters respect, independence, democracy, and dedication while integrating religious teachings on morality (Nsengimana, 2021). Students are encouraged to develop self-discipline, accountability, and generosity. This approach aims to produce responsible citizens capable of making ethical decisions and contributing positively to society. Rwanda's emphasis on moral and civic education ensures alignment with national development goals (Ndiokubwayo & Habiyaemye, 2018).

In Kenya, the Constitution (2010) embeds National Values within Article 10, emphasizing patriotism, unity, and shared ethical principles. The Basic Education Act (2013) further mandates cultivating skills, attitudes, and values among learners to foster nationhood and integrity. The education system integrates holistic development, balancing academic knowledge with ethical teachings. However, Kenya's exam-based system limits the focus on whole-person development, often neglecting critical values essential for shaping responsible and ethical citizens (Mueni, 2022).

### **Problem Statement**

The importance of educating children in values is paramount, as it shapes their personalities and fosters socially responsible citizens through various means such as classroom instruction, teacher modeling, and school-community ties (OECD, 2019).

One crucial institutional factor that significantly affects the provision of VBE in these schools is the availability and quality of teaching materials. The adequacy and appropriateness of teaching resources directly impact the delivery and comprehensiveness of the VBE curriculum (Nasir, 2019).

A few studies have been carried out in line with value-based education in secondary schools in Kenya. Some of these studies include research conducted by Amollo & Lilian (2017) on the role of teachers in promoting value-based education in early learning in Nairobi County. They found that while teachers do impart values to children, both intentionally and unintentionally, there is no formalized program for value education in place. In his study, Wamahiu (2018) examined the meanings and practices of value-based education in Kenya. He found that the lack of values and ethical behavior is the main factor linking corruption, criminality, and terrorism in society, as well as violence, abuse, and impunity in educational institutions. In their research, Sahoo & Panda (2021) examined the determinants and consequences of value education in teenage learners. They discovered that the school curriculum, teaching-learning process, and the instructor play a vital role in influencing the inculcation and promotion of values among the learners.

Mueni (2022) conducted a study on values-based educational implantation practices and their impact on students' character in public secondary schools in Nairobi County and found that teachers did not have enough time to teach values owing to the increasing focus on high mean scores and outstanding academic rankings. Despite the pressing need for value-based education (VBE) to address these challenges, there is a gap in empirical research linking VBE with school culture, particularly in the context of Muslim private secondary schools in Mombasa County.

## Objectives of the Study

the study analyzed the influence of school culture on the provision of Value-based Education in Muslim private secondary schools in Mombasa County.

## Research Hypothesis

**Ho<sub>1</sub>:** School culture has no significant influence on the provision of Value-based Education in Muslim private secondary schools in Mombasa County.

## LITERATURE REVIEW

### The Relationship between School Culture and Value-based Education

The results of a study conducted by Mbatia, Ngunjiri, and Robert (2019) examining the influence of cultural elements on pupils' transition to secondary school in Nakuru County underscore the importance of these factors. The research underscores that cultural variables exert a significant influence on pupils' decisions as they weigh the prospect of continuing their education from primary to secondary school. This suggests that understanding and addressing cultural factors are crucial considerations in comprehending the dynamics of students' educational transitions in Nakuru County.

Akintoye and Saliu (2020) looked into how students' cultural backgrounds affected their physics grades in their senior year of high school. Independent of the kids' sex or their own or their classmates' attitudes towards school, the educational background of both parents was shown to have the biggest influence on their children's academic achievement. This was the case even if the kids' own attitudes toward school or the attitudes of their classmates were also taken into consideration. As a corollary, the outcomes demonstrated a statistically significant connection between students' sociocultural contexts and their physics-class outcomes.

Odhiambo Shinali and Pere (2018) examined how demographic and cultural factors influence students' decisions to continue their education

above the primary level in Narok County. According to the findings of the study, there were a variety of distinct sociocultural elements that made it more difficult for pupils to successfully make the transition from elementary to secondary school. Results from the research point to the need for safeguards to prevent students from engaging in criminal activities that would prevent them from finishing high school. The importance of getting a good education should be driven into the heads of both children and their parents. Students who are having an emotionally difficult time might benefit from improved school counseling and guidance services.

Kowot (2017) looked at how elementary school kids in Kenya's Turkana County performed in KCPE by analyzing the impact of social and cultural factors. Several societal problems were found by the survey, such as the lack of parental education, nomadic living, domestic violence, the pressure to marry young, and the burden of home responsibilities. Additionally, other factors include unsupportive family dynamics and a lack of societal beliefs that Value-based Education. These results demonstrate that the socio-cultural practices prevalent in the Kangitit zone have an effect on the academic success of the region's youth.

In the research conducted by Saya (2017) in the Navakholo Sub-County of Kenya, it was revealed that cultural norms in the region contributed to female applicants attaining a lower average score compared to their male counterparts in the Kenya Certificate of Primary Education (KCPE) exam. This pattern persisted in the results of the KCPE test. The study discerned that the primary culprits for the lower KCPE results among girls were cultural factors that perpetuate traditional gender stereotypes. These cultural influences played a significant role in shaping the academic outcomes of female students in the Navakholo Sub-County, highlighting the need for addressing and challenging such norms to promote gender equity in education.



## Theoretical Review

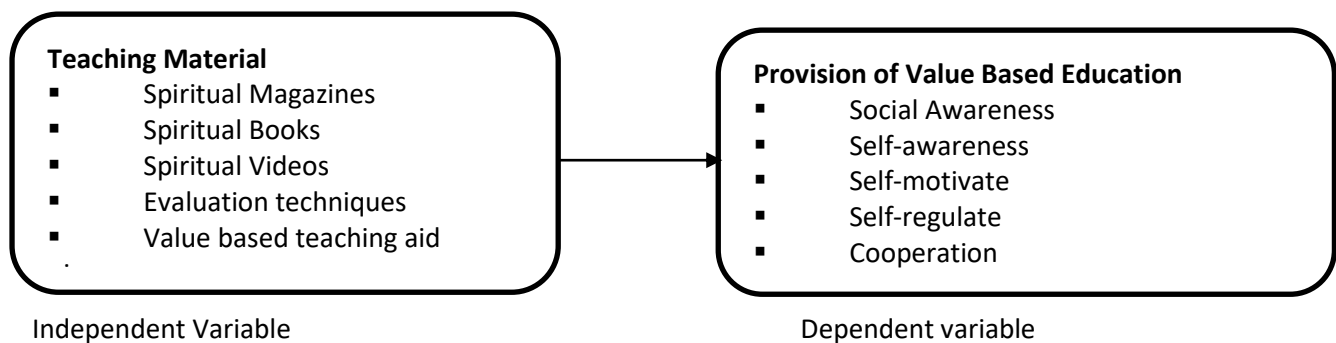
### Socio-Cultural Theory of Cognitive Development

Sociocultural theory, developed by Vygotsky (1978), emphasizes that cognitive development is shaped by social interactions and cultural contexts. Unlike cognitivist theories that prioritize individual cognitive growth, this perspective highlights the role of collaborative learning and cultural influences in shaping knowledge. Through engagement with adults and peers, individuals internalize new skills and understanding, which impacts their psychological development (Wertsch, 1991; Lantolf, 2000). Additionally, sociocultural theory acknowledges both individual and cultural variations in learning processes, recognizing that

diverse social environments shape developmental trajectories differently (Miller, 2018).

In educational settings, values are transmitted through structured interactions with teachers, peers, and the surrounding environment. The shared traditions and practices within an institution contribute to shaping students' ethical perspectives and behavioral development. Since sociocultural theory highlights the role of collaborative learning and cultural immersion in cognitive advancement, it provides a useful framework for understanding how educational environments shape students' personal and intellectual growth within specific cultural and religious contexts.

### Conceptual Framework



## METHODOLOGY

This research was carried out at the Muslim Private Secondary Schools located across Mombasa County. The descriptive survey design was used in the investigation to collect data. The study's population consisted of 366 respondents: 97 board members, 17 principals, and 252 class masters and subject teachers from Form One to Form Four in all 17 private Muslim-based secondary schools in Mombasa County. An interview guide was utilized to collect data from board members, while close-ended questionnaires were employed for data collection from teachers. The validity of the research instruments was established by subjecting the tool of research to scrutiny by experts in the field and factoring the noted areas adjustments. During the pre-test, reliability was assessed using Cronbach's Alpha coefficient. The data from the

well-completed questionnaires was entered into the Statistical Package for Social Sciences (SPSS) version 27, computer software for statistical analysis. The data that was recorded was examined using a thematic approach. The data was solicited using an interview schedule. The identified themes were organized into patterns after this process was complete. Both deductive and inductive methods of analysis were utilized to complete this task.

## RESULTS AND DISCUSSIONS

### Response Rate

The researcher distributed a total of 124 questionnaires to respondents. Upon completion, 95 questionnaires were returned to the researcher. This figure represents 77% of the overall dataset collected by the researcher.

**Table 1: Response Rate**

Respondents	Number of Questionnaires Issued	Questionnaires Returned	Response Rate (%)
Board Members	29	21	72%
Teachers	78	63	81%
Principals	17	11	65%
Total	124	95	77%

The outcome from Table 1 indicates that after the researcher distributed 29 questionnaires to board members, 21 which is 72% of the questionnaires were returned and filled. Out of 78 questionnaires submitted to teachers, 63 (81%) of the questionnaires were returned. After distributing 17 questionnaires to the respondents, 11 which is 65% of the questionnaires were returned and filled by the principals. As per Mugenda and Mugenda

(2003), they suggest that a response rate of 50 percent is sufficient for conducting data analysis and reporting. A rate of 60 percent is considered good, and anything surpassing 70 percent is deemed excellent. Therefore, with an overall response rate of 77 percent for this study, it can be inferred that the response rate was highly suitable for both data analysis and reporting.

**Table 2: Teachers' response to the influence of school culture on the provision of value-based education**

Questions	Mean	Std. D
The school motto promotes Value-based education	4.09	0.941
The school vision is aligned with Value-based education	3.70	0.923
The social and academic conduct of students is governed by the rules and guidelines established by the school	3.49	0.896
The school mission clearly outlines the school's goals and objectives.	4.28	0.714
The school motto clearly defines the desired future	3.47	0.048
The school's Motto, Vision, and Mission influence the instructional and educational activities.	4.87	0.442

In Table 2, the researcher examined teachers' perspectives on how school culture influences the provision of value-based education. The majority of respondents concurred that the school's Motto, Vision, and Mission significantly shape instructional and educational practices, scoring a mean of 4.87 with a standard deviation of 0.442. Additionally, respondents noted that the school's mission effectively delineates its objectives, scoring a mean of 4.28 with a standard deviation of 0.714. Furthermore, teachers acknowledged the school motto's role in promoting value-based education, scoring a mean of 4.09 with a standard deviation of

0.941. However, respondents perceived that the alignment of the school vision with value-based education was slightly lower, with a mean of 3.7 and a standard deviation of 0.923. Moreover, respondents indicated that the social and academic conduct of students is governed by established school rules and guidelines, scoring a mean of 3.49 with a standard deviation of 0.896. Lastly, respondents noted that the school motto's ability to articulate the desired future was perceived somewhat lower, with a mean of 3.47 and a standard deviation of 0.048.

**Table 3: Principals' response to the influence of school culture on the provision of value-based education**

Questions	Mean	Std. D
I usually ensure that school all teachers and students know the content of the school motto	4.34	0.369
I ensure that the school vision which is aligned with value-based education is followed by everyone in the school	3.85	0.716
The school formulates and frequently reviews the rules and guidelines of the school	3.54	0.856
The school mission clearly outlines the school's goals and objectives.	4.41	0.561
Any student who doesn't comply with the school culture is punished or expelled	3.69	0.095
The school's Motto, Vision, and Mission influence the instructional and educational activities.	4.87	0.703

In Table 3, the researcher explored principals' perspectives regarding the influence of school culture on the provision of value-based education. A majority of respondents affirmed that the school's Motto, Vision, and Mission significantly impact instructional and educational activities, scoring a mean of 4.87 with a standard deviation of 0.703. Additionally, respondents agreed that the school mission effectively delineates its goals and objectives, scoring a mean of 4.41 with a standard deviation of 0.561. Furthermore, respondents indicated that they ensure all teachers and students are familiar with the content of the school motto, scoring a mean of 4.34 with a standard deviation of 0.369. However, respondents noted a slightly lower agreement regarding adherence to the school vision aligned with value-based education, with a mean of 3.85 and a standard deviation of 0.716. Moreover, respondents agreed that students who fail to comply with the school culture face punishment or expulsion, scoring a mean of 3.69 with a standard deviation of 0.095. Lastly, respondents affirmed the formulation and frequent review of school rules and guidelines, scoring a mean of 3.54 with a standard deviation of 0.856.

Respondents highlighted that the institution's unique environment is shaped by a structured curriculum that integrates Islamic teachings with character development. Daily classes focus on ethical values such as honesty, integrity, and compassion, while structured prayer schedules and religious observances foster spiritual growth. Students participate in service-learning projects

rooted in Islamic principles, engaging in charity and outreach programs that instill social responsibility. Leadership initiatives emphasize humility, justice, and service, while moral dilemma workshops and discussions encourage critical thinking from an Islamic perspective, reinforcing ethical decision-making.

The school also promotes a deep appreciation for Islamic traditions through artistic calligraphy, literature, and historical studies. Emphasis on academic excellence as a form of worship encourages students to seek knowledge as a noble pursuit. Regular assessments, teacher training, and parental involvement ensure consistent reinforcement of ethical values. Continuous review processes allow the institution to adapt to emerging challenges while maintaining alignment with its core principles. By fostering inclusivity, accountability, and shared responsibility, the school cultivates a resilient values-based environment that nurtures students' spiritual and moral development, shaping their behavior and perspectives in alignment with Islamic teachings.

#### **Pearson's Correlation**

The Pearson correlation coefficient is a statistical measure used to assess the extent of the relationship between two continuous variables. It not only indicates the strength but also the direction of the correlation. Ranging between -1 and 1, with 0 indicating no correlation, 1 indicating perfect positivity, and -1 indicating perfect negativity. When two variables have a positive correlation, it means they usually move in the same



direction. When the correlation between two variables is negative, the directions of those variables usually do not coincide. In the table

below, SC is School culture and PVE is Provision of value-based education.

**Table 4: Teachers Pearson's Correlation**

		PVE	SC
PVE	Pearson Correlation	1	
	N	63	
	Sig. (2-tailed)		
SC	Pearson Correlation	.407**	1
	Sig. (2-tailed)	.000	
	N	63	63

**Table 5: Principals Pearson's Correlation**

		PVE	SC
PVE	Pearson Correlation	1	
	N	11	
	Sig. (2-tailed)		
SC	Pearson Correlation	.781	1
	Sig. (2-tailed)	.000	
	N	11	11

The initial hypothesis (Ho1) aimed to assess whether school culture exerts a significant influence on the provision of Value-based Education in Muslim private secondary schools in Mombasa County. The correlation analysis findings presented in Tables 4.4 and 4.5 revealed Spearman's correlation coefficients of  $r = .407^{**}$  and  $r = .781^{**}$  for the data obtained from teachers and principals, respectively. Both correlations displayed p-values below 0.05, indicating statistical significance. These results suggest a robust and

statistically significant positive correlation between school culture and the provision of Value-based Education. Consequently, the null hypothesis was rejected, leading to the conclusion that there exists a significant and positive relationship between school culture and the provision of Value-based Education in Muslim private secondary schools in Mombasa County. This positive association implies that as school culture strengthens, there is a corresponding enhancement in the delivery of Value-based Education within these institutions

### Regression Coefficient

**Table 6: Regression Coefficient**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.047	.698		1.902	.085
	School Culture	-2.408	.381	-3.159	-7.550	.000

a. Dependent Variable: Provision of Value-based Education

The analysis of school culture revealed a significant finding, with a P value of 0.00, indicating a relationship below the standard significance level of

0.05. This suggests a positive and significant association between school culture and the provision of value-based education, leading to the

rejection of the null hypothesis. From findings it can be deduced that fostering a positive school culture is essential for promoting value-based education effectively. Schools should strive to cultivate an environment that values inclusivity, respect, empathy, and cooperation, while also addressing negative aspects of school culture that may hinder the promotion of positive values.

### Summary of the Findings

The study revealed a highly significant p-value of 0.00, indicating a strong and positive correlation between school culture and the nurturing of values among students. A school culture that promotes respect, inclusivity, and a sense of community contributes immensely to the overall mission of value-based education, serving as the foundation for students to practice and internalize the values being taught.

### CONCLUSIONS AND RECOMMENDATIONS

The research underscored that school culture, shaped by shared values, norms, and practices, was a significant determinant in the successful delivery of value-based education. A positive and inclusive school culture was found to play a central role in nurturing a sense of belonging among students,

which, in turn, amplified the efficacy of imparting cultural and religious values. The findings highlighted the interconnectedness between a supportive school environment and the successful transmission of these values. The study also emphasized the leadership's responsibility to cultivate and sustain a school culture that aligns with the cultural and religious values of the local Muslim community. Ethical leadership emerged as a key factor in shaping a cohesive and culturally sensitive educational environment.

The study recommended that the management of Muslim private secondary schools should focus on promoting a school culture that supports the delivery of value-based education. Leadership plays a crucial role in shaping this culture, and school leaders should actively model and embody the values expected of students and staff. Regular engagement with all stakeholders, including teachers, parents, and students, will help cultivate a strong sense of belonging and alignment with the school's values. Clear guidelines on acceptable behavior and values should be communicated to students and staff to maintain a culturally sensitive and cohesive environment.

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