

**EVALUATION OF IMPLEMENTATION OF LIFE APPROACH IN
CHRISTIAN RELIGIOUS EDUCATION IN SELECTED PRIMARY
SCHOOLS IN VOI, TAITA-TAVETA COUNTY**

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DECLARATION

This project is my original work and has not been presented to any other university for the award of any degree

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DEDICATION

This Project report is dedicated to my daughter Kitawa. Above all, to God who gave me the privilege and courage to do this work.

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ABBREVIATION/ACRONYMS

CRE	Christian Religious Education
K.I.E	Kenya Institute of Religious Education
R.O.K	Republic of Kenya
D.E.O	District Education Officer
K U	Kenyatta University
K.C.S	Kenya Catholic Secretariat
T.T.C	Teachers Training College
T.S.C	Teachers Service Commissioner
C.C.E.A.	Church Council of Kenya
C.R.E.D	Christian religious Education Department
V.F	Very Frequently
F	Frequently
N.F	Not Frequently
N.A	Not at All

ABSTRACT

The study was set out to investigate the extent to which teachers of Christian Religious Education (CRE) implement the life approach strategy in teaching of the subject in primary schools in Voi. Also it was designed to find out whether the teachers use the recommended life approach lesson structure; recommended teaching and learning resource materials; recommended teaching and learning method and why teachers do/don't use life approach strategy in teaching CRE. The survey was descriptive for the researcher was required to describe what was observed and reported by teachers. The survey targeted a population of 1848 teachers from 51 primary schools in Taita-Taveta County. Information was got from 5 urban and 5 rural public primary schools. Ten lessons were observed in class seven and information gathered from 36 teachers using the questionnaires. The results were coded and analyzed manually. The study found out that the life approach lesson structure was not being followed by teachers of CRE in Voi to a great extent. The teaching and learning resource materials were underutilized. The teaching and learning methods were underutilized. The teachers gave several reasons why they did not use the life approach strategy. Teachers complained of overcrowded classes that would not allow for equal participation in discussion. Heavy loads which left them with hardly enough time to prepare for their lesson. 35- minute-lesson was hardly enough for the five steps in life approach strategy. As long as the pupils pass the exams there was no need for the teachers to use an elaborate and tiresome life approach strategy. In conclusion life approach strategy was not being implemented effectively by teachers of CRE in Voi. This was evident because most of the lessons observed teachers did not use the five steps in life approach. Teaching and learning resource materials were inadequate for life approach which needs a lot of visual aids to enable the teacher prompt the learners to share their own life experiences related to the content in the lesson. Limited teaching and learning resources materials limited the teachers from using variety of teaching and learning methods, thus teachers unable to use the recommended lesson structure in life approach. Some recommendations were made to MOE and other arms of government to improve the teaching of CRE. Time for CRE lesson to last at least 40 minutes to enable teachers exhaust the five steps in life approach lesson structure, especially human experience. CRE syllabi be shortened to make it manageable for teachers to teach without rushing making them transmit knowledge through lecture. School management purchase more resource materials to facilitate implementation of life approach. Large classes be managed by two teachers especially where learners are of two different religious sects which are imbalanced. TSC or school management employ more teachers to lessen work load for teachers to give them time for preparations of their lessons.

CHAPTER ONE

1.0 INTRODUCTION

The teaching of Christian Religious Education has undergone tremendous growth/change over the years. To understand these changes an account of the historical development of the subject is necessary.

1.1 BACKGROUND OF THE STUDY

The teaching of C.R.E has undergone tremendous changes over the years. The subject traces its origin to the coming of European missionaries who taught to gain converts. CRE is now treated as an academic subject and taught by professional teachers. The subject has shifted from the traditional faith- fostering role to a more life – centered education.

After independence, attempts were made to make education relevant to Kenyans. Various educational commissions were appointed to survey the exiting educational resources, curriculum and methodology and to advise the government accordingly. Both the education commission of 1964 and education act of 1968 emphasized the importance of teaching CRE in Schools under the guidance of various churches which sponsored schools.

ROK (1964) recommended the following in approving CRE as an academic subject:

- a) CRE should continue to play its role in school curriculum in making the learners have growth in knowledge, understanding and moral development.
- b) Christian churches should continue to participate in teaching of CRE in their former Schools.
- c) CRE must have approved syllabuses and textbooks and be taught by qualified staff.

ROK (1964) states that curriculum used in any school and the books or other teaching aids used should be approved by the minister and the sponsor. In respect to the teaching of CRE in schools, a joint church panel was set up in 1968 to work on a syllabus which could be more relevant to the Kenyan situation. K.I.E (1975) states that Committee of Catholics and Protestants from Kenya, Malawi, Tanzania, Uganda and Zambia under the title 'Rubaga workshop met and prepared life approach CRE syllabus.

The second CRE panel met in 1980 to review syllabuses developed after independence. Malusu (1980) observes that all syllabuses from primary to the university were to be reviewed. The membership of this committee includes representatives from universities, teacher training colleges, church organizations and specialists from K.I.E.

They noted the following:-

- a) The aims and objectives of the syllabuses were either biblical or Christian – centered.
- b) The aims and objectives of the syllabuses assumed both the teachers and the students were Christians.
- c) The aims pointed towards confessional aspects of CRE.

The panel indicated that the syllabuses still needed some changes to make them more relevant to local situations. They felt that aims must be educationally centered other than doctrine-centered. CRE should solve problems learners face in their life. CRE should prepare learners to cope with challenges, values rather than providing answers to experienced problems. So the panel members came up with the following recommendations:

- a) New syllabus to be developed which caters for tension between transmitting academic contents and preparation for practical life.
- b) The new syllabus adopts an approach of moving biblical themes to life themes.

- c) The choice of contents and methods for each level should be carefully selected accordance with the new interests and psychological development of learners.

The learners use their life experiences and those of others to be able to make critical judgments on them. The learners will be able to decide either to uphold what they felt was right or drop it if it is not in agreement to the biblical view learnt.

Life approach has been defined by different scholars. Loukes (1965) defines the life approach as starting to teach with the real and concrete and the present situation of the learners and letting them arrive at a religious understanding of these experiences. Muthoni (1992) defines it as the approach which emphasizes the human persons as the receiver of God's self – revelations to humanity. The approach insists that God speaks to people through their situations and experience. From these two definitions it is clear that life approach essentially emphasized the use of the learners' day- to – day experiences as the basis of teaching.

The life approach method has been justified on various grounds. Harold Loukes, Ronald Goldman and Michael Grimmitt, advocates of education attempted to correct the biblical syllabi existing in Britain during their time.

The scholars preferred life approach because of the following reasons:

- i) Grimmitt (1973) argues that religious beliefs cannot be taught as if there were facts, but they are by nature experiential.
- ii) Loukes (1961) asserts that Religious Education in the school curriculum must be justified on educational grounds. This means a shift from the traditional faith – fostering role to a more life- centered education.

- iii) The most important justification for the life approach is that Jesus Christ the great teacher used the approach.

Life approach has been preferred to old methods because it involves the learners in the process on learning and relates the message of the gospel to their own lives. Tabloid (1979) states the main steps followed in life approach as outlined in the primary school CRE lesson plan, as follows:

Introduction: At this stage the teacher involves the learners in reflecting on their day to day experiences relevant to the subject matter. This arouses the learner's interest in the content that follows.

Human Experience: This stage starts by presenting or discussing an event or experience in the life of the learners. The teacher tries to show how God is revealed in the experience.

Biblical Experience: The teacher introduces relevant texts from the bible, or the religious story which will throw light on the theme of the lesson.

Explanation: The teacher explains the main points by using various teaching aids to make the lesson real, lively and interesting.

Application: The teacher tries to show the relevance of the content to the learner's lives. The teacher provides the learners with opportunity to react and to respond to the message of the lesson.

The curriculum is examination oriented. The teachers use all possible efforts to make sure that their subject is passed, for that is what they are rated in. Evening (1972) argues that teaching methods however good they may be are not easily followed. However if the right teaching methods are used teaching is improved. Life approach being the recommended teaching strategy should be enforced in teaching CRE for quality teaching and desired results.

The K.I.E. (2003) volume 2 states that syllabus is based on the life approach. Life approach begins with actual day to day experiences which helps the learners to discover their religious significance in relation to Christian faith. The syllabus also suggests following teaching/learning methods: class discussions, demonstrations, drama, role – play, field trips and social action projects among others. These have to go along with the following learning resources: Text books, Bibles, references books, teachers guides, students text books and audio visuals aids (Radio, Video, Pictures, Maps globes, Posters, Charts, Filmstrips, Magazines, Computers and community resources (resource persons and places). The teacher is expected to have the five major steps in his/her lessons structure: Introduction, Human experience, Biblical experience, Explanation and Application. The lesson plan format can take a different structure: Introduction, Development and Recapitulation but the five major steps are reflected in the lesson structure. Evening (1972) argues that the approach requires the teacher to, prepare thoroughly for the lesson, stir up imagination of the class, arouse interest and stimulates thinking and understanding of different concepts.

The teacher is expected to use the right approach with several teaching/learning materials which will make learners participate fully in learning for religious beliefs cannot be taught as if they were facts and by nature are experiential. Talboid (1979) asserts that pupils learn best effectively through their own personalities and not just intellect. The school administration is expected to provide the relevant materials to enable the teacher to use the right methods which improves teaching. However the school could have all the necessary teaching/ learning materials, but the teacher fail to use the right approach because of sheer hard work required in preparation and other reasons of their own.

1.2 STATEMENT OF THE PROBLEM

Teaching methods in CRE have mostly been transmission of knowledge through rote method as long as the menace of examination is passed .This approach negates main objectives of CRE. Some teachers feel that there is no need to use more demanding methods like life approach .But the purpose of teaching of CRE is more than memorization of knowledge and facts to pass examination. Recently a life approach method has been recommended as a way of promoting commitment and acceptance of responsibility for individual action in Christian's moral development. The ease with which life approach can be implemented is not yet known. This situation made it necessary that I conduct a study to establish the extent to which life approach is being used in teaching CRE.

For the teacher to be able to handle CRE competently must have professional competence which is got from teachers training education and shared experiences with other teachers. The study will examine the extent to which teachers use this structure in their lesson plan.

1.3 PURPOSE OF THE STUDY

The study evaluated the extent to which teaches use life approach in teaching CRE.

1.4 OBJECTIVES

The objectives that guided the study included:

1. To determine how teachers of CRE have been prepared to use life approach methods?
2. To find out to what extent the teachers of CRE are using the recommended life approach lesson structure?
3. To find out to what extent teachers use the recommended life approach teaching and learning methods?

4. To find out to what extent teachers use the recommended life approach teaching and learning materials?
5. To find out why teachers do/don't use life approach?

1.5 RESEARCH QUESTION

The research questions that guided the study included the following:

To what extent do teachers of CRE understand the life approach recommended lesson structure?

1. To what extent do teachers of CRE use the life approach recommended teaching and learning materials?
2. To what extent do teachers of CRE use the life approach recommended teaching and learning methods?

1.6 ASSUMPTION OF THE STUDY

Why do/don't teachers use the life approach in teaching of CRE?

- i. Teachers of CRE understand their professional role of facilitating learning.
- ii. Teachers of CRE are aware of familiar with curriculum changes in primary CRE.
- iii. Teachers of CRE can effectively teach using life approach.
- iv. Teachers have adequate teaching and learning materials to enable them use life approach.

1.7 SCOPE AND LIMITATION

The study took place in Voi. It was limited to a small area because of lack of funds and lacked depth exploration of whole county of Taita Taveta.

1.8 DELIMITATION

There are many factors which influence the teaching of CRE in primary schools in Voi. The study focused on teachers' related factors in regard to using life approach in teaching CRE. It was limited to Voi County. The same can be done in other countries in Kenya.

1.9 SIGNIFICANCE OF THE STUDY

The study evaluated to what extent teachers use the life approach strategy in teaching CRE in Voi of Taita Taveta County. The study has a lot of significance to all individuals involved in all aspects of education in Kenya specifically the following:

- i) The study will be useful to curriculum developers of CRE who will get up to date information on problems faced by teachers in use of life approach in teaching of the subject. This will act as basis of improvement and re-evaluation of life approach to make its use more effective.
- ii) Field officers, school inspectors and religious advancers would benefit from the findings. The problems identified and recommendations made could help them come up with different solutions that might improve use of life approach in teaching CRE.
- iii) The research will provide an opportunity for teachers to express their views regarding the use of life approach. It could make teachers reconsider or re-examine their approach to CRE and therefore be more sensitive to the problems facing them.
- iv) The study will be of great importance to the teacher trainers who will get feedback on how effective their training programs are.
- v) The study will raise more challenges to stimulate researchers to undertake similar research.

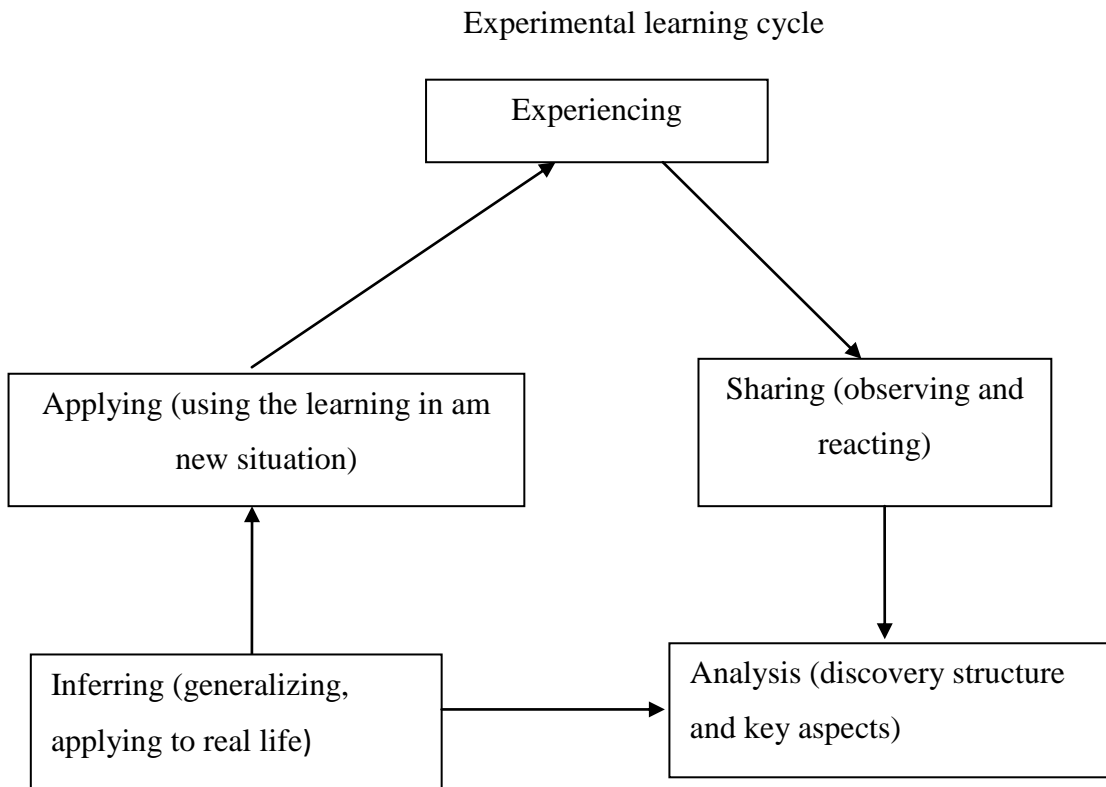
vi) The study will be of great importance to the researcher as a teacher of CRE, she will get to know the problems hindering the use of live approach and how it can be made effective.

1.10 THEORETICAL FRAMEWORK

This study was based on Jerome Brunner's (1966) discovery theory. He asserts that teaching role is to create a situation where students can learn independently rather than provide packaged information to students. The students must be encouraged to think for themselves, take part in the process of knowledge getting. Knowing should be seen as a process and not a product.

Discovery learning approach stresses the importance of students learning independently of the teacher who should supplement more structured teachers centered approach. Students should actively be involved in learning. This participation can be in form of discussion, experiments, project work, field trips, role playing and drama or simulation methods. This method aims at exposing the students to reality of life which the school tends to shield the young people from. When too much information is passed to student at once they can forget it easily. Students learn from experiences and learn some skills, attitudes, values and beliefs. This means that learners are actively involved in learning process.

1.11 CONCEPTUAL FRAMEWORK



The experimental cycle has five phases. Jones (1979) states that the learning cycle starts with interaction with environment and or with others which generates information which leads to responses or feelings which role playing, games, creating an art object, improvisation among others. The purpose of the phase is to make students use whatever happens and develop a common base for subsequent discussions and reflections of what was learnt in the first phase. The process experienced is the desired product.

Sharing is the second phase of the cycle where the students recall their experiences and report the personal perceptions and feelings generated, sharing this information with members of the group or class. In this way, they provide a database for later analysis. Students may share their own observation and reaction through oral reports, free discussions, interviews or posting points on a bulletin board or chalkboard.

Analysis is the processing of data systematically, talking through the shared experiences and feelings, this helps the student to structure patterns or key aspects of their experiences, which may be expressed as principles or rules or questions what am I beginning to learn? Or what have we learnt? Valid inference depends on systematic and thorough analysis and careful reflections.

Applying is the final phase of the cycle. It include planning to use, in the present and the future, the experiences based on the inferences formed in principles, rules or generalizations inferred into a new academic contexts and into life. Thus experimental instruction in the life approach can strengthen motivation, heighten students social and personal responsibilities.

1.12 OPERATIONAL DEFINITIONS

Religious education – area of learning and teaching which explores on human’s relationship with one another, the universe and ultimate power of God.

Sponsor – an aspect in which churches were managers of public schools before education act were give responsibilities for their former schools.

Life themes – topics based real life experiences.

Child – centered religious education – based on activities, interests, needs of the learners.

Religion – God revelation to humankind through life experiences.

Doctrine –centered – teaching of religious education based on faith.

Life approach – teaching of CRE based on real life experiences.

Bible – centered approach – an approach that uses the bible as a written word of God.

Confessional approach - an approach in teaching which aims at making learners religious.

Teacher centered approach – an approach with regards a teacher as one who knows everything.

Subject centered approach – the transition of knowledge without emphasizing the relevance of material to the learner.

Square with – the using of illustrations or punctual activities in teaching CRE.

Experience – explanation or application of day to day life activities.

Life experiences – all activities which result from being existent.

CRE lesson structure- contains the five major steps: Introduction, Human experience, Biblical experience, Explanation and Application

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter gives an account of the relevant literature on life approach strategy in teaching CRE. The following titles are discussed: 2.1, origin and meaning of life approach; 2.2, the need of life approach in teaching CRE; 2.3, approaches opposed to life approach; 2.4, life approach in 8-4-4 and local research review respectively.

2.1 ORIGIN AND MEANING OF LIFE APPROACH

Life approach strategy in teaching CRE originated in Britain between 1960's and 1970's. Holm (1975) says during this period there were two revolutions which necessitated changes in approaches to CRE in schools. Research findings of 1960's by education psychologists like Jean Piaget, aimed at improving approaches to education in general and had great impact to changes in education in the world.

These findings also led to great awareness of the importance of experiences in the child's learning and emphasis in many aspects of curriculum was learning was to be child's own experiences. CRE was to revise its own aims and approaches to meet the new needs of education. The second revolution was in early 1970's, under the influence of philosophy of education. Every subject was to be justified only on the ground that it contributed to child's general education significantly. Peters (1965) argues that philosophers of education spoke of education as a means of initiating young people into what is worthwhile.

On justification of any subject, Peters argues that It is then the capacity of mode of thought and awareness that contribute valuably to the child's cognitive (intellectual), emotional, social or physical development which its educational validity.

There was a tremendous change in the way education was viewed in the world. In CRE, it led to different criteria, for choice of themes to be studied and the way in which they are handled in the classroom. The aims were to be changed from traditional aims of converting children into Christianity to more educational ones. Goldman (1964) states that the life approach to CRE was used in research in Britain where 200 pupils between the ages of 6-7 years were sampled to find out whether there was any sequence in which levels of understanding progress in thinking using the Piaget's developmental stages. Finding revealed that religious thinking in pupils developed in stages. He expressed fear that there was a tendency to transmit too much 'too soon' in the teaching of CRE. This is a caution to teachers not to teach learners too much content at once, they will have problem in understanding it.

Goldman (1964) approves need to change approaches in teaching. He claims that we have for too long had religious education that is Bible- Centered. He recommended the use of life themes that he defines as teaching by means of themes based on real life experiences of the children. It uses day to day experiences of the learners. He reckons that it makes possible use of child – centered religious education. It attempts to satisfy the basic needs of the developing children at any given time. In his book 'reading for religion` he justifies life approaches by stating that, the basis of children's need must be the starting point and ultimate purpose of CRE is eminently a personal search, a personal experience and a personal challenges.

The aims of religious education stems wherever possible from the natural interests and activities of these are the expressions of the basic needs. Goldman continues to argue that this approach to CRE and life are experienced as inseparable. So life and religion cannot be separated. Goldman's view has been supported by other scholars like in religious education like Loukes (1965) argues that religious education should concern itself with ordering men and women in the realities of human situations. Loukes (1965) asserts that success in

teaching other subjects has been achieved by starting with the learners experiences and continuing to unknown facts. He feels that the same can be achieved CRE if same approach is used. Loukes argues that starting from learner's experiences is a principle established by the great educator like Rousseau (1712-1778), who argued that unless a subject proceeds from concrete to abstract then teaching is not effective. The learners can perpetually ask to questions; what are we talking about? What do you see? What do you think about it? Then it will be more educative.

Loukes (1965) claims that insight into experiences comes best and reaches deepest, as the learners are able to do something. This is evidence that learning is taking place. Loukes also emphasized the child – centered religious education. He argues that if a pupil is to be active in his experience, he must be interested in it. He must be able to recognize it is in some way important to him, something in which he can be personal be involved and not dimly in the distant future. Something in .This implies that active involvement in learning enhances interest and motives the child to learn.

In defining life approach, Loukes (1965) asserts that starting with the real and concrete and present situation of the learner, it does not mean stopping at that because doing so would mean denying the other half, the educational principle, that progress from particular to general, the concrete to abstract.

2.2 THE NEED OF LIFE APPROACH TO TEACHING CRE

Goldman and Loukes made an important move to correct the body of knowledge whose emphasis was biblical syllabi that existed in Britain during their time. Other scholars come up with the same justification based on the educational theory and social changes in the nineteenth and twentieth centuries. Goldman (1964) and Loukes (1965) insist that religion is

something that is superimposed upon human experience but rooted there and offering an integration of that experience. This is opposed to traditional way of teaching that religion aimed at introducing children to the Christian way of life by introducing them to the Bible. There is more knowledge to be passed to learners than just the Bible knowledge.

Grimmitt (1973) justifying the need for change of approach to CRE, gave a number of reasons: He felt that CRE, was the worst taught during his period in Britain. CRE was taught by untrained teachers who merely taught Christians beliefs as if they were facts. He felt that the school leavers left school while they were theological 'illiterate' because of the way the subject was taught. He comments they leave school having rejected religion as meaningless, childish and irrelevant, feeling totally pathetic or distinctly antagonistic towards religious claims.

This condition Grimmitt felt led to the need for a radical re – appraisal of thinking about religion in its contribution to the child's development and about the way it might be approached and taught and the way teachers may be trained to teach it. Secondly, Grimmitt saw the need for changing the approach as stemming from changes in education in general. The changes emphasized that before any curriculum was developed, careful analysis of needs, interest and experiences of the particular children for whom it is being developed must be done in order to devise which are educationally relevant to them.

CRE had from its traditional faith- fostering role. In defending the new approach to CRE, Loukes (1965) claims that It must seek to perform some task which would be acceptable as, healthy, contributing to wholeness of personality. There influence for change was due to research findings of Piaget and J.S Brunner – whose findings revealed that children's thinking, developed in stages. Grimmitt (1973) argues that the findings from developmental

psychology require that a developmental approach be used in teaching CRE. The approach demands that child's own experiences, needs and interest becomes the points for learning and teaching. The child's own experiences with religious concepts should result from his/her own feelings, act and experiences to express what he/ she discover in everyday language. He notes that every effort should be taken to link the children's own experiences with what they recognize to be central concepts of religion.

The recent social changes have also called for changes in approach in CRE. Grimmitt notes that materialistic world outlook prevalent in the present society has cultivated a mistaken belief in power and ability of technology to solve man's problems. The pervasive philosophy of 'Do your own a thing?' represents a serious attempt to restate a contemporary term, the value of personal identity and personal choice according to Grimmitt. He feels that young people in today's society needs help in developing their own perspective to examine the claims, demands and values of the technical society.

Religious education according to Grimmitt may play an important role in helping them towards personal autonomy based on criteria awareness of alternatives. The social changes imply that teaching of CRE can no longer be approached in the same trend; there is need for life approach to the subject. Chave (1949) supports the same view and says that religious education makes use of human experiences, past and present and with the creative interaction of free minds more forwards to the solution of current issues. The changes which took place in 1960's and early 1970's in led to need for life approach to teaching CRE in Britain and other countries. In Africa and Kenya, in particular the need was felt after independence. The main justification of this approach as seen by many scholars lay in the fact that religion was part and parcel of human experiences and therefore should be approached from human experience.

Grimmitt (1973) says that the main justification of life approach is based on assumption that the validity of a particular religious concept for an individual is not merely to be found in his knowledge that it is revealed in the Bible or written traditions of the church, but in his/her knowledge that what it points to or illuminates his/her own experience and situation.

Religious concepts only come alive when we are able to relate them to sometimes partially and sometimes completely to our own life experience. Life experiences that result from being extent. The views expressed by Grimmitt are in line with the general principles of education which also emphasize the necessity of experience in any learning. Emphasizing the important role experience play in learning, Fowler (1990) recons that at one level is learning detached from the concrete world of very day experiences, but if it is sound, it is a deepening and extending of our knowledge of the world.

Fowler goes ahead to say that marvel of childhood is powerful in the way in which children learn and assimilate knowledge through their own everyday experience. He observes that: before children attend school, they have already learnt a great deal about quantity, space, movement and speed, right and wrong belief and faith such that all schools need to do is to capitalize on children's experiment knowledge and develop it further.

Same idea is echoed by Evening (1972) asserts that Jesus in his parables started from real Life situation and lead on to deeper truths. He too used life approach. Talboid (1979) states that Life approach to CRE is based on the fact that pupils learn more effectively through their own experiences but not their intellect .The teaching process is to move from real life situation as they are experienced by the child in harmony with all in community.

The most important justification for life approach in teaching CRE is that students understand the subject better because it will use their daily experiences. Most of the justifications are based on what foreign writers who felt urgent need for the pupils of their countries especially Britain to learn through life experiences. Kenya educators have the same feeling as each subject is expected to use child- centered approach in teaching and learning activities.

2.3 APPROACHES OPPOSED TO LIFE APPROACH

2.3.1 THE BIBLE CENTERED APPROACH

This approach emphasizes the use of the Bible as the written word of God whether it is relevant to the Christian living or not. Scholar like Grimmitt (1973), Evening (1972), Smart (1968) and Goldman (1965) critical of this approach because it assumes that religious teaching should be Christian and lead children towards Christian commitments and that the Bible is the text book per excellence for achieving these ends.

The approach makes the learning of CRE boring and removal from immediate situation of learners. Lord (1973) observes that it makes the student regard CRE as transmission of knowledge about the Bible and Christian faith which is untrue and inhibiting to further progress. The approach has been used in Kenya since colonial days. Similar approach has been used since independence. The approach shift from Bible – centered has been recommended in present 8-4-4 syllabus. The use of Bible caused problems as most of its literature is out lined and removed from pupils' present situation. However the Bible can be used with in success in teaching CRE if only it is used as a reference book. Goldman (1965) advices that the Bible can be used selectively and fruitful only the ideas used are comparable in some ways to the experiences of the adolescents.

2.3.2 CONFSSIONAL APPROACH

It aims at making the learner religious at making them confess certain religious faith. The approach was most common with the missionaries during colonial days. It involves transmitting religious beliefs, which are considered unquestionable? Grimmitt (1973) argues that the educational objection to confessional approach is that it has religious teaching in terms of leading the children towards a confessional commitment to Christian faith, then assuring that the task of school is the same as that of the church. The approach contradicts current educational practices which emphasizes the freedom of the learner.

Goldman (1965) observed that to impose upon learners something which is alien to their needs is quite contradicting to educational endeavors of the learners. The child must be guarded from negative effort and be directed to make right choices. Highlighting reasons why life approach is rarely used in schools, Neils (1973) argues that there are three reasons why the approach is no longer used in schools. It tends to show religion as divisive and not unifying force. The aim of religious education should be to acquaint the learner with religious interpretation of life and not tied to any religious belief. It is against educational which is opposed to authoritarian methods of teaching.

2.3.3 TEACHER – CENTERED APPROACH

The approach regards the teacher as the one who knows everything. His/her role is to pour out knowledge to learners who passively receive the knowledge. It is approach which is characteristic of traditional education which Dewey (1963) describes as the attitude of the pupils is that of docility, receptivity and obedience. Text books are the main representatives of knowledge which teachers use to teach the learners. Life approach requires the teacher to engage the learners in dialogue in the process of learning.

Loukes (1965) argues that good teaching is a process of dialogue about experience, the child selecting for chaos of the “things” those items to be attended to the child looking, touching and smelling and pushing about until he sees into experience the teacher challenging and helping to the framing of statements or the expressions of feeling. The child has to be active participator in learning process.

Tabloid (1979) asserts, the teacher should not dominate the children or infringe on their personal freedom and choice. They should be evangelistic to make converts in the classroom. They should not form a complete picture of child’s religion. Learners should come up with their own conclusions. The teacher may leave the pupils to make their own decisions as to what religious belief they may adopt. It is the purpose of this study to evaluate whether teachers of CRE in Voi are dominating the lessons.

2.3.4 SUBJECT CENTERED APPROACH

This approach aims at transmitting body of knowledge without emphasizing the relevance the material to the learner. Dewey (1964) criticized this approach and he says that the subject matter has no direct relationship to the child’s present experience. The material presented is not translated to into life in terms of experiences. The approach leads the child to lack motivation in learning because he has no previous experience of what he is being presented. This approach leads to rote learning for the sake of passing exams. In our education system there is much emphasis on examination. The study will try to reveal to what extent this orientation affects the use of life approach.

Evening ((1972) says that some approaches are difficult to be used because the syllabus is geared towards examinations. Most teachers fear experiencing with methods which however good exiting and stimulating, may involve departure from the set course leading it exams.

2.4 THE LIFE APPROACH IN THE 8-4-4 SYSTEM

In 1982 the Kenya government decided to overhaul the whole system of education and restructure it to meet the long term national needs of the country. They realized that the inherent colonial education system was inadequate and inappropriate for Kenyans. As a document, 8-4-4 system of Education, K.I.E. (1984) states that the rationale for this restructuring was: The need for more relevant curriculum. The former system did not cater for greater numbers of pupils. There was need therefore to provide a practical oriented curriculum that will offer a variety range of employment.

As far as the curriculum was concerned, the document states that the main aim to change the system to 8-4-4 was to improve quality of education at all levels. This objective can only be achieved through what is taught and how it is taught. Content and methods of teaching and assessing were the fundamental changes. The system is broad and lays great emphasis on practical skills, independent learning and continuous assessment.

CRE syllabus has also been modified to satisfy the new 8-4-4 system. The life approach is emphasized in the new syllabus as opposed to Bible – centered approach. The Kenya primary syllabus K.I.E. (2003) based on the life approach is thematic and cyclic. The life approach is followed throughout the whole study. The syllabus is child- centered. The curriculum developers have not followed the life approach orientation in presentation of content throughout the syllabus. So it's up to the teacher to arrange the experiences in the presentation of content in the experiences of the learners and use talk and chalk exclusively.

2.5 LOCAL RESEARCH REVIEW

In Kenya, a number of studies have been conducted on the teaching of Christian Religious Education in school. Wainaina (1984) conducted a research on the problems facing teachers in implementing the new Christian Religious Education syllabus in primary schools in Thika Municipality. Research revealed that the area of methodology stood out as a major source of difficulty in the implementation of the new syllabus. The research showed that teachers found it difficult to use the recommended approaches due to lack of time, heavy teaching loads, poor professional guidance and supervision in the subject. Wainaina's findings were confirmed by a similar study conducted by Malusu (1985) in primary schools in Nairobi province.

Mutoro (1985) in his study on problems children may have in understanding CRE in primary schools found out that children had problems due to a number of factors. They come from different religious backgrounds (demonstrations). Most learners lacked direct experience of what formed the bulk content of CRE. Most teachers lacked skills interpreting or providing the direct experiences themselves. He recommended in service for teachers in interpreting suitable biblical teaching materials. Onsongo (2002) in her research in secondary schools in Nairobi found out that, most teachers were not using life approach. They followed the syllabus and content of the text book word by word.

CHAPTER THREE

RESEARCH METHODS

3.0 INTRODUCTION

This chapter gives an account of research methods used by the researcher. They include brief account of: 3.1, research design; 3.2, locale of the study; 3.3, target population; 3.4, sample and sampling procedures; 3.5, research instruments; 3.6, piloting; 3.7, validity; 3.8, reliability and 3.9, data collection procedures are given in preparation of research respectively.

3.1 RESEARCH DESIGN

Kerlinger (1973) defines research design as a plan and strategy of investigation which seeks to obtain answers to various research questions. The research evaluated the implementation of life approach in teaching CRE in primary schools in Voi of Taita Taveta County.

The study adopted a descriptive survey which was most appropriate in reporting the conditions observed on the ground.

3.2 LOCALE OF THE STUDY

The study was conducted in urban and rural primary schools in Voi. Singleton (1993) says ideal setting of a study is related to a researcher's interest. Being a resident of Voi I have special interest in the quality of education in the area Voi is Southeast of Nairobi and Northwest of Mombasa. Voi is North of Manyani and Mtito Andei and south of Maungu which is near Macknon Road. The area is hot and dry and ideal for livestock keeping. Farming is supplemented by irrigation from river Voi. Trading is the major economic activity since it is on the junction to Tanzania. In rural they have inaccessible roads (rough). The major religions are Christianity and Islam.

3.3 TARGET POPULATION

Voi County has a total of 57 primary schools (public and private) which are unevenly distributed. The research targeted all the (1848) teachers in Voi. The researcher used public primary schools only because the private schools are concentrated around the town.

3.4 SAMPLE AND SAMPLING PROCEDURES

I used purposive sampling to select for urban and rural schools which are easily accessible with least cost and time. A sample of 5 urban and 5 rural schools were picked because of nearness to town, which is 17.54% of the total population. Classes seven were used for observation of a lesson because they have many experiences to share with others in a lesson in using life approach. The learners in class seven have mastering in English language which enabled them to communicate effectively in life approach lesson. Upper primary CRE teachers were used to fill questionnaires to give their opinions on the implementation of life approach.

3.5 RESEARCH INSTRUMENTS

The research used questionnaires and observation schedules. Questionnaires for upper primary CRE teachers and observation schedules for CRE lessons were used. The questionnaires included variety of questions, open and close ended questions. The questionnaires sought the following information:

- a) The extent to which teachers of CRE use the recommended lesson plan structure.
- b) The extent to which teachers of CRE use the recommended teaching and learning materials.
- c) The extent to which teachers of CRE use the recommended method.
- d) Why teachers do/don't use life approach in teaching CRE.

Orodho (2005) says observation provide information about actual behavior. Observation of the CRE lesson was done to obtain the following information:-

- 1) To identify main aspects life approach used by teachers of CRE.
- 2) Use rating forms to estimate the use of those aspects considered important for application life approach. The estimate was in four point scale, one end representing high frequency and the other low frequency.

3.6 PILOTING

Orodho (2005) says piloting is necessary because it ensures that measurements are acceptable, reliable and valid. He continues to say that validity is the degree to which an empirical measure of several measures of concept actually represents that concept. The researcher was able to determine if the instruments singly or collectively represent what they are supposed to measure. I piloted in Mwanyambo primary school which was excluded from the main study. I observed a CRE lesson in class seven. Give questionnaires to teachers of class six and eight to give their opinions on implementation of life approach.

3.7 VALIDITY

Orodho (2005) defines validity as degree to which an empirical measure or several measures of a concept accurately represents that concept. Validity helps in measuring whether the instrument single or collective represent what they suppose to measure. The researcher used the observation of the CRE lesson and questionnaires to get answers the questions to be answered in the research in question.

3.8 RELIABILITY

The researcher used split half on statistic from learning methods observed in lessons seen and what was gathered from the questionnaires which were filled by the teachers of CRE. A correlation $r(s)$ 0.8 was got, which is acceptable for reliability of instruments. The research instruments were carefully constructed to ensure reliability validity for attainment of the objectives. The instruments were thoroughly being check by supervisors to ascertain accuracy.

3.9 DATA COLLECTION PROCEDURES

The researcher used questionnaires and observation schedules to gather information from respondents i.e. teachers. Data collection procedures included: the researcher obtaining permission from DEO, as required by the law before carrying out the research. Sample schools will be visited to seek permission from the head teachers and inform them of my study. The researcher checked the timetable to see when the lessons are placed in the timetable and make arrangements to see the lessons.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 INTRODUCTION

The results are presented and discussed as per research questions examined in the study.

The results are discussed under the following headings.

4.1 How teachers used the recommended life approach lesson structure.

4.2 How the teachers used the recommended life approach teaching and learning methods.

4.3 How teachers used the recommended life approach teaching and learning materials

2.3 Why teachers didn't use life approach strategy.

4.1 HOW TEACHERS USED THE RECOMMENDED LIFE APPROACH LESSON STRUCTURE

The first research question was to what extent do teachers of CRE use life approach recommended structure of the lesson plan: Introduction, Human experience, Biblical experience, Explanation and Application.

These are the results on what was observed from 10 lessons. The frequencies on how each teacher used each element of life approach CRE the lesson structure was as follows:

Table 4.1.1: The number of teachers who used the recommended lesson structure

LESSON STRUCTURE	NUMBER OF TEACHERS	NUMBER OF LESSONS	PERCENTAGE (%)
a) Introduction	10	10	100
b) Human Experience	3	10	30
c) Biblical Experience	10	10	100
d) Explanation	10	10	100
e) Application	1	10	10

This item sought to find out how teachers were using each step in Life Approach strategy. The use of the steps would mean the teachers are aware of what Life Approach means and would be well prepared to include all the five steps in their lessons.

The first item was Introduction which was in all the lessons observed. It was found out that 100% of the teachers used it. Groenewegen (1993) asserts that introduction link with direct personal experience of student which teachers did. Nguju (2008), Malusu (1985), Wainaina (1984), Ombuna (1994), Onsongo (2002), Martha (2005) and Muli (2009) observed that introduction was effectively used.

The second item was Human experience which was to find out how teachers engage learners in sharing experiences in their lives which are related to the lesson content. It was found out that only 30% of the teachers used Human experience. From these results it means that teachers did not let pupils share their day to day experiences in representing the content. Human experiences are basis of new knowledge which enables learners to learn from known to unknown. Grimmit (1973) observes that we identify what the child believes and use it as a base for new religious concepts and help the child to grow into mature creative religious person. In some lessons observed learners could not share their experiences openly and freely when they were given chance. Lack of freedom in the class revealed that learners relied on the teacher as the authority. Ombuna (1994) observed similar situation. The same situation is described by Abigail (1985) who observes that life in Kenyan classrooms remain what has been during colonial days. Tense atmosphere dominated by teachers and passive acquisition of rote knowledge and values. Similarly Dewey (1963) asserts that it's an attitude of docility, receptive and obedience. For effective learning there must be dialogue or discussion which is encouraged by Louke (1965) who argues that a process of dialogue about experiences is good teaching. Mutoro (1985) observed that very little time was devoted to human experience. The

teachers did not give learners the expected freedom to express and share experiences which is ideal for encouragement and coming up with expected solutions narrated in life experiences. These experiences given time it deserves are used in leading the learners from known to unknown thus gives life experiences its name.

The third item was Biblical experience which sought to find out whether teachers were reading the scriptures in the topic of discussion. It was found out that all teachers used it. The scriptures would help the learners to judge whether the experiences they shared are right according to the word of God, if not then make a choice to drop. Grimmitt (1973) observes that Christian beliefs should not be taught as facts. Teachers should let learners experience the word of God and voluntarily realize what it is saying to their lives. The learners would relate the word to their own life experiences and extend their knowledge of the world. Religious ideas cannot be taught as facts. Learners must be prepared before the scriptures are read that's why human experiences come before Biblical experience. Grimmitt (1973) asserts that religious concepts are by nature experiential. Teachers should let God speak to learners about their lives and related the word to their own Life experiences. So this has not been the case in most schools in Voi. If Biblical knowledge cannot be related to the lives of the learners the message will be alien to them.

The fourth item was Explanation. This item sought to find out whether the teacher explains the main teaching points using various teaching aids to make the lesson real, lively and interesting. Greewegen (1993) asserts that when story telling is used in explanation it allows for better understanding of concepts and relating information presented to real life. It was found out that all teachers used explanation though there were hardly any learning aids apart from chalkboard, textbooks and the bibles. It was evident that teaching was theoretical rather

than practical because teachers didn't take much time in preparation of their lessons in having various resources to make explanation of concepts learnt easier.

The fifth item was Application. This item sought to find out how teachers lead learners to relate the content to their daily lives. It was found out that 10% of the teachers used it. The learners were not given opportunity to react or respond to the message of the lesson. Application will enable the learner to change moral behavior to conform to religious concepts learned and relate what is learned to daily life experiences. Nguju (2008), Martha (2007), Ombuna (1994), Onsongo (2002) realized that methodology was a problem in most schools among others.

CRE is not taught for passing examinations only but to develop moral characters or lead learners in making right choices. If all steps are not followed especially Human experience, teaching becomes confessional or teaching for faith. Malusu (1985), Wainaina (1984) observed that methodology was a major difficulty in implementation of the new syllabus. Similarly Muthoni (1992), Ombuna (1994) and Onsongo (2002) noted that implementation of life approach was a problem of concern.

4.2 HOW TEACHERS USED THE RECOMMENDED TEACHING AND LEARNING METHODS

Table 4.2.1 The teaching and learning methods used by teachers

	Always		Sometimes		Rarely		Never		TOTAL
	N	%	N	%	N	%	N	%	
Lecture	25	69.4	10	27.8	1	2.8	0	0	100
Question/answer	20	55.6	12	33.3	4	11.1	0	0	100
Class discussion	22	61.1	14	38.9	0	0	0	0	100
Demonstrations	0	0	0	0	3	8.3	33	91.7	100
Drama	0	0	0	0	6	16.7	30	83.3	100
Role-play	0	0	0	0	3	8.3	33	91.7	100
Field trips	0	0	0	0	6	16.7	30	83.3	100
Social action project	0	0	0	0	6	16.7	30	83.3	100
Story telling	0	0	1	2.8	6	16.7	30	83.3	100

The second research question was to determine the teaching and learning methods used by teachers in selected schools. This item sought to find out whether teachers were still using traditional methods or dominating the classes instead of facilitating the lessons.

The first item was lecture which sought to find out whether teachers were dominating the lessons as opposed to facilitation. It was found out that 69.4% always used lecture and 27.8% sometimes used it. It was found out that teaching was teacher- centered. Ombuna (1994), Wasike (1985), Onsongo (2002), Muthoni (1992) observed similar findings among others. However for lecture to be more effective it has to be used with other teaching and learning

methods like question, dramatization, demonstration among others to enhance participation and feedback.

The second item was question and answer which sought to find out how the teachers use it to get immediate feedback. It was found out that 55.6% always used it, 33.3% sometimes used it and 11.1% rarely used it. From the results it shows that the method was mostly used by teachers. It can effectively be used in human experiences where learners share their experiences in class and the teacher gives his/her opinion according to religious concepts already learnt or to be learnt. It enhances learners and teachers understanding of the content. Muthoni (1992), Ombuna (1994), Onsongo (2002) observed similar findings among others.

The third item was class discussion which sought to find out how teachers involved learners in learning process in adding their input. It was found out that 61.1% always used it and 38.9% sometimes used it. This means the method is highly used. It can be used in human experiences to enhance clarity of ideas being discussed and additions where omissions were made. However from what was observed in the classrooms showed teacher-centered discussions. The teachers had to ask more questions to get responses from the learners as opposed to continuous narration of experiences .Some researchers observed similar problems. Ombuna (1994) observes that students were passive, recipients of what the teacher presented and discussions were teacher dominated. Martha (2005), Gacegoh (1990), Wainaina (1984), Mutoro (1985) observed similar findings among others.

The fourth item was demonstration which sought to find out how teachers involve learners in learning process. It was found out that 8.3% rarely used it and 91.7% never used it. It was realized that learners were not involved in learning process. Groenewegen (1993) asserts that demonstration is used for proving conclusive facts by reasoning and for showing evidence.

Teachers can effectively use demonstrations in explanation of facts of the content by using several learning resource materials to demonstrate their facts which enhances understanding and remembering.

When learners are given the role of demonstrating some activities in the lesson, others may be eager to see how they do it and what they would say and feelings they express thus creating interest, attention and retention. ROK (2010) assert that 30% of children learn successfully by hearing, 33% by seeing and 37% by movement. Teachers should let learners do something (movement) in a lesson not only hearing and seeing. Otherwise learning would not be boring and tiresome.

The fifth item was drama which sought to find out how drama is being used in CRE lesson. It was found out that 16.7% rarely used and 83.3% never used. The method is rarely put in use. Groenewegen (1993) asserts that drama or impersonating other people can provide opportunities especially in more serious schools in plays and interactions though it can consume time. As mentioned earlier learners enjoy learning when more senses are involved, so when they dramatize some activities they practice what they have learnt and it enhances recall. Goldman (1965) observes that learners can do well in their examinations not because of their intellect but through experiences they go through in learning. Teachers should make sure learners go through many catchy experiences in their lesson like including drama.

The sixth item was role-play which sought to find out whether teachers give learners roles to play especially in human experience. It was found out that 8.3% rarely used it and 91.7% never used it. The method is rarely used by the teachers. Groenewegen (1993) argues that role play does not take time. It can be used in introduction in most lessons. Roles played by learners in class enhance interest, retention, recall and participation. The results suggest that

learners' participation was minimal in learning activities and is confirmed by what was observed in class.

The seventh item was field trips which sought to find out whether teachers used the available local resources to implement what they have learnt in classrooms. It was found out that 16.7% rarely used and 83.3% never used it. It was found out that the method is rarely put in use. Groenewegen (1993) asserts that visit to a place or sacred institution enables learners to learn purposely. The learners only take details of what they are set to learn and observe and take notes and answer required questions. The mode enhances attention, reason and observation hence more senses are engaged in learning. If used occasionally learners are able to learn not only what they have set out to but what the site can give for various subjects they learn. Local resources are unexploited yet they are very rich source of knowledge.

The eighth item was social action project which sought to find out social projects learners are involved in within the community. It was found that 16.7% rarely used it and 83.3% never used it. The method is very important in making CRE live. Evening (1974) claims that when learners are involved in social action projects they practice what they have learnt. So learning is removed from practical life if learners are denied a chance to participate in such projects, they see CRE as a means to get a better grade in their examinations and not a means of developing virtues needed in life. Onsongo (2002) argues that denial of such activities will make learners not to experience what they learnt in class.

The ninth item was story telling which sought to find out whether teachers used story telling in their lessons. It was found out that 16.7% rarely used it and 83.3% did not use it. The method is rarely put in use. Groenewegen (1993) argues that if used in explanation they allow for better understanding and relating information presented in day to day life experiences.

They enhance interest, attention and curiosity. So generally the methods which will make learners active in learning have not been put in use effectively like demonstration, drama, role- play, social action project and storytelling. Gatuma (1993), Martha (2005), Gacegoh (1990), Onsongo (2002), Muthoni (1992) observed similar findings among others.

The same teaching and learning methods which teachers were interviewed using questionnaires were also observed in the classroom to see the correlation of what teachers say and what they actually do.

These are the results got from teaching and learning methods in ten lessons observed is presented below:

Table 4.3.2 Teaching and learning methods observed from the teachers

Teaching	NO	%
Lecture	10	100
Question and answer	10	100
Class discussion	10	100
Demonstration	2	20
Drama	0	0
Role play	1	10
Social action project	0	0
Story telling	2	20

The table shows single use of teaching and learning methods observed as having been used by teachers but not in combination.

The results were almost similar to what was found out from teacher`s interview using the questionnaire. The most used teaching and learning methods were lecture, question and answer and class discussion which were 100% used. This was evident that teaching of CRE is still teacher – centered in the schools observed. The methods which would make learners practice what they have learnt were rarely used like drama 0%, demonstration 20%, role-play 10%, social action project 0% and storytelling 20%. Wasike (1983), Nyagah (1992), and Mutoro (1985) observed similar findings among others. The assumption that teachers were using life approach was wrong. Teaching of CRE is mostly dominated by teachers and learners are not given much time in participation apart from note taking. Bames (1982) asks how far are the teaching methods made explicit to teachers or left to the teachers to interpret for themselves. If training of subject methods is done using the methods the trainee is expected to use in the classroom with the pupils, then the teachers would use them without any push neither any cultural mindset.

Sparks (1980) asserts that many teachers have been unenthusiastic recipients of change when it is focused on methods of teaching rather than content. As long as the content is transmitted to learners evident by good performance in exams, then the teacher is branded a good teacher. So most teachers would teach more content as they are expected to finish up their syllabi by second term and spend the final term in drilling learners to pass the exams.

However no teaching method can be used independently. When lecturing is used with all the other methods, the learners are able to visualize problem or object and then use reasoning to get an answer. The teacher too would be more effective in transmitting content and be able to approach it in different directions to explain points of discussion.

4.3 HOW TEACHERS USED TEACHING AND LEARNING MATERIALS

Table 4.4.1 The teaching and learning materials used by CRE teachers in Voi

	Always		Sometimes		Rarely		Never		Total
	N	%	N	%	N	%	N	%	
Bible	29	80.6	4	11.1	3	8.3	0	0	100
Teachers guides	30	83.3	5	13.9	1	2.8	0	0	100
Students text books	33	91.7	1	2.8	2	5.6	0	0	100
Reference books	0	0	2	5.6	4	11.1	30	83.3	100
Radio	0	0	0	0	0	0	36	100	100
Video	0	0	0	0	0	0	36	100	100
Pictures	0	0	0	0	0	0	36	100	100
Maps	0	0	2	5.6	4	11.1	30	83.3	100
Posters	0	0	4	11.1	10	27.8	22	61.1	100
Charts	0	0	6	16.7	10	27.8	20	55.6	100
Resource persons/place	0	0	6	16.7	10	27.8	20	55.6	100
Magazines	0	0	0	0	0	0	36	100	100
Globes	0	0	0	0	0	0	36	100	100
Computers	0	0	0	0	0	0	36	100	100

These items sought to find out learning materials used by teachers as they teach CRE.

Haddad (2002) argues that learning resource materials should be used as an integral part of learning activity to achieve the highest level of understanding within the context of the subject matter relationship. These resources can be used single or combination to achieve direct results to meet learners' needs. The teachers work is made easier in passing content using different learning methods with the aid of different learning materials which the

teachers and learners handle to make the lessons real, interesting, exciting, lively and more interactive.

The first item was the Bible which sought to find out whether teachers were using the Bible and including Biblical experience in their lessons. It was found out that over 90% use it and 8.3% rarely used it. It was evident that teachers include biblical experience in their lessons. This is the most used resource in the class even in the lessons observed. Mutoro (1985), Gacego (1990), Nyagah (1992), Muthoni (1992) and Martha (2005) observed similar findings among others.

The second item was teacher's guide which sought to find whether the teachers were using the teachers guides to give them extra information which the pupils book did not have to enrich the lesson. It was found out that most teachers use it with only 2.8% who rarely use it. It was realized that the teachers rely heavily on the teachers guide. These results explain that teachers did not have other resources at their disposal apart from the Bible, teacher's guide and pupil's textbooks. However Katya (2005) asserts that teachers should use participatory teaching methods, use their existing experience and knowledge to actively learn through doing, talking, thinking and debating supplemented by text study. The highly knowledgeable teachers can teach without the text book as long as syllabus guidelines are followed.

The third item was pupil's textbooks which sought to find out whether teachers were using it or the syllabus. It was found out that most teachers use it only 5.6% rarely use it. Katya (2005) asserts that it is the teacher's role to differentiate between a good textbook from a superficial one. Also continues to say that textbooks can change academic performance of the children in a school. Teachers are expected to choose best textbooks for their learners to make them pass when taught well, the textbooks are used as supplementary material.

However from what was observed in the classrooms teachers used traditional approaches where the teacher is the authority and textbook is the resource. There were hardly any other learning resource materials which teachers used together with the textbooks apart from the chalkboard and themselves. There was overreliance on the textbooks. However some researchers claimed that the teachers were using the textbooks word by word and page by page which means they were not using the syllabus and reduced learners to passive recipients; which negates child – centered teaching which life approach disapproves. Onsongo (2002), Muthoni (1992), Gacegoh (1990) and Ombuna (1994) observed similar findings among others.

The fourth item was reference books which sought to find out whether teachers were using other books apart from learner`s textbooks, teachers guide, syllabus and the Bible. It was found out that 5.6% of the teachers sometimes use reference books and 11.1% rarely use reference books while 83.3% never used reference books. It was found out that there are hardly any other books in use by the teachers apart from the course books. Adiba (2005) asserts that use of reference books would enhance learners understanding, confidence, self-esteem and independent thinking. Reporting of what is learnt would also enhance language competence of the learners. Schools should make a point of having some reference books for CRE to improve performance and future study of the subject. Lack of reference books also indicates that school head teachers never bother to stock resources which can boost performance of CRE because it contributes a third of the total marks in social studies paper. Malusu (1985), Wainaina (1984), Mutoro (1985), Wasike (1985) observed similar findings among others.

The fifth item was radio which sought to find out whether the radios are used in the schools. It was found that they are never used. Patel (1993) asserts that radio lesson live or recorded

can enrich, supplement or be used as a total programme. Radio programmes requires the teacher to prepare learners in readiness for discussion of the lesson. Alertness of both the teacher and learners is required. If used it breaks monotony of the teaching by the subject teacher. Supplementary or new information can be got from programme, enhances thinking to answer questions in the program. Nguju (2008), Onsongo (2002), Muli (2009), Muthoni (1992) observed similar findings among others.

The sixth item sought to find out audio – visual resources such as videos used in school. It was found out that they were never used. A Neil (2003) asserts that videos are used to deliver pre-designed programs, deliver lectures live; support communication amongst educators and learners. The videos would provide a different learning environment from the classroom. The teachers can stop the Digital Video Disc (DVD) player to react to questions or more discussion or replay for emphasis. The lesson is more real because learners see pictures and hear voices; thus enhances interest, attention, imagination and feedback as the teacher allows such interaction. Videos can be used after the school programmes and breaks monotony of having subject teacher teaching. Educational DVD's can supplement what learners have learnt but schools have denied learners this opportunity. The researchers with similar findings are Gacegoh (1990) and Muli (2009) noted that audio – visual resources were inadequate and visual illustration or demonstrations were never used.

The seventh item was pictures which sought to find out if schools had purchased pictures to be used in CRE lessons. It was found out that they were not available. Haddad (2002) asserts that majority of pictures in books, magazines and newspapers are too small they have to be enlarged or projected by some means to be effective in class. The teacher is expected to identify and make necessary arrangements to use pictures from whatever source to be used with the content identified. Since they are in three dimensions they enhance reality. Most of

them are attractive so creates interest, teacher's work of explanation is made easier and learners see what the pictures depict. Pictures would make the lessons real and learners relate what they are seeing to the content and overcome abstraction. Gacegoh (1990), Ombuna (1994), Muthoni (1992), Muli (2009) observed that pictures were never used in lessons.

The eighth item was maps which sought to find out whether teachers used maps in teaching CRE. It was found out that 83.3% never used it. Patel (1993) insists that maps must have adequate size, be visible, legible and suitable for course or class. Teachers should identify appropriate maps for the contents to be learnt. Learners can locate the place where the activities of the content are taking place. So learners can visually reach the place and imagine how far it is from their institution; it enhances imagination. Gacegoh (1990), Nyagah (1992), Ombuna (1994), Mungai (1993), Martha (2005) observed that maps were hardly used by teachers.

The ninth item was posters which sought to find out whether teachers make use of posters in teaching. It was found out that 55.6% never used them and 27.8% rarely used them and 16.7% sometimes used them. Not many teachers use the resource. Sengne (2000) insists that posters must be clear, precise, accurate, simple, bold, legible and interesting. These qualities would enable the learners and teachers to use it in a big class without any strains. The learners would have a visual picture of what they are seeing and being taught. Teacher's explanation of content would be assisted by the Learning materials. So posters like other visual aids enhances reality in a subject and help the teachers to explain, demonstrate activities in a lesson and learners understand it better. If displayed in class learning continues even after the lesson. The lessons have remained theoretical with hardly any visual aid to help the learners grasp attention. Malusu (1985) complained the walls were not talking.

The tenth item was charts which sought to find out if teachers made use of the schemes of work and lesson preparation where they must have indicated the resource they would use. It was found out that 55.6% never used it, 27.8% rarely used it and 16.7% sometimes used it. Katya (2003) argues that charts must be clear and well defined purpose to achieve desired outcome, information, summarized and adequate size. When teachers use charts they can transmit their content using various methods and learners are engaged in various activities in discussions, question and answers and explanation made simply with some illustrations on charts. Learners remember what they see. So this is a small percentage, an indication that teachers do not make much preparation for their lessons and unable to follow the five steps in the lesson plan structure.

The eleventh item was resource person which sought to find out how often teachers make use of the community resources (places and persons). It was found out that 55.6% never used it, 27.8% rarely used it and 16.7% sometimes used it. The resource is underutilized. Patel (1993) asserts that resource people help students accomplish one or more objectives. The teachers guide the discussion. The narration can be recorded or learner made to dramatize what they have learnt. This recorded narration can be used in further discussion; the resource person can inspire the learners and help them in career choice. The community is the source of knowledge and if teachers do not make use of it then learners will not appreciate the richness it contains. When the resource person is invited they supplement what learners and the teacher know, learning is informal and more relaxed. Researcher found out that resource people were not being used by many CRE teachers. Researchers with similar results include: Onsongo (2002), Nguju (2008), Ombuna (1994), Martha (2005), Muli (2009) observed that resource people were never used.

The twelfth item was magazines which sought to find out whether teachers used the supplementary resources e.g. magazines. It was found out that it is never used. Patel (1993) asserts that magazines can be used in its content and their small pictures could be provided by some means. PowerPoint or photocopy could enlarge these pictures to enable learners to understand information about theoretical concepts being passed by the teacher. Different magazines could have issues related to the content. The thirteenth item was globes which sought to find out whether teachers can locate foreign places on the globe. It was found out that it is never used. Patel (1993) asserts that the globe is in three dimensions, can enable learners to imagine how far they are from the place they are discussing about, especially places mentioned in the Bible.

The fourteenth item was computers which sought to find out if computers are available or the teachers are computer literate. It was found out that it is never used. Sengne (2000) argues that computers are an innovation which requires a teacher to acquire skills to operate it, the learners too have to be computer literate to enable them to operate. The computers would make learners glued to the screen, and access as much information as time would allow. Programmed lessons would be more convenient than use of textbooks where they turn pages but scroll up and down the screen. However the computers have to be connected to the internet. When centers of excellence are completed then programmed learning can be realized. Most researchers reiterated inadequate teaching and learning resources which are linked to limited use of teaching and learning methods; the fewer the resources the limited teaching and learning methods the teachers uses. Muli (2009), Gacegoh (1990), Martha (2005), Ombuna (1994), Mungai (1992), Onsongo (2002) and Muthoni (1992) observed similar findings.

4.4 WHY TEACHER DON'T USE LIFE APPROACH STRATEGY

These are the reasons why CRE teachers in Voi don't use life approach strategy:

Overcrowded classes which do not give learners an equal chance to participate in discussions.

Over burdened syllabus which makes the teacher to rush over the content and transmits knowledge by lecture.

Heavy loads coupled with large classes wear out teachers thus leaving them with hardly enough time to make thorough preparation of the lessons they teach.”

The same textbooks don't follow life approach in their content, leaving the teacher with the task of coming up with suitable experiences for discussion in human experience.

There is hardly enough time to go through all the five stapes in life approach in 35 minutes.

As long as the pupils pass exams there is no need to use long elaborate and tiresome lesson structure

Most teachers complained that they have heavy loads, the large classes and pressure to make learners pass examinations and cover syllabus in time. Thus teachers have no time to prepare for several teaching and learning resources that would enable them use several teaching methods to engage learners in several activities as required by life approach. Onsongo (2002), Muli (2009), Nguju (2008), Ombuna (1994), Muthoni (1992) observed similar findings.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

The study surveyed evaluation of implementation of life approach strategy in teaching CRE. The study aimed at coming up with suggestions of improving the implementations of life approach. The data obtained from teachers was organized, analyzed and interpreted to respond to the questions of the study which were:

1. To what extend do the teachers of CRE understand the life approach recommended lesson structure?
2. To what extend do teachers of CRE use the recommended life approach teaching and learning materials?
3. To what extend to teachers of CRE use the life approach recommended teaching and learning methods?
4. Why teachers of CRE do/don't use life approach strategy?

5.1 SUMMARY OF THE FINDINGS

In this section the findings of the study are summarized according to research questions.

5.1.1 The extent to which CRE teachers understand the recommended lesson structure

The CRE lesson structure is supposed to follow the following: Introduction, human experience, biblical experience, explanation and application. All teachers included introduction, biblical experience and explanation in their lessons. Most of them avoided application and some used very few human experiences. Omission of some of these stapes means that the learners are denied opportunity to learn from their experiences because the religious education experiential. When the contented is presented well by the teacher, the pupil use their experiential knowledge including that gained in introduction. Various methods

may be used such as lectures, demonstrations, class discussions, audio-visual, presentation and many other methods. The learners learn from known to unknown and voluntarily drop the bad behaviors which contravene the word of God.

Application is important because the teacher creates a situation in which the learners react according to the message of the lesson. It also acts as a way of evaluating oneself in the lesson. The whole CRE lesson format guides the teacher on how to incorporate the life approach in their teaching of their subject. Since most teachers don't follow all the steps in the lesson format it means that most of them don't understand life approach strategy in teaching CRE.

5.1.2 The extent to which teachers of CRE used the recommended life approach teaching and learning methods

It was found out that most teachers were not using the life approach structure in teaching CRE. The teachers were found using the syllabus and content in the text books. Very few attempts were made to discuss the student's day to day experiences in presenting the subject matter. The teachers were found using methods which involved minimal learners' participation making them passive recipients of what the teachers presented. Such methods were lecture, question and answer and teacher-centered discussions. The teachers avoided methods like demonstration, role-play, field trips, social action projects which would have made learners experience what they learnt in class.

5.1.3 The extent to which the teachers of CRE used the life approach recommended teaching and learning resource materials

It was found out that teaching and learning materials were inadequate. The available resources found were Bibles, pupils text books and teachers guides most of which were in

few numbers. There were hardly any other books which pupils and teachers could use for reference or supplementary text. The teachers made no effort of using the radio which in most schools were available, there were hardly any charts, posters or pictures on the walls. Resource people and places were not made use of. Most schools do not have computers if any laid in the head teacher's office and not connected to the internet. They have no data base that learners and teachers could use. Lack of adequate resource materials had adverse effect on the way teachers approached the teaching of CRE so limited their methods of presenting their contents to informal lecture with occasional short questions interposed with explanations by the teacher to the pupils.

5.1.4 Why teachers don't use life approach strategy in teaching CRE.

It was found out that teachers had a number of problems in their attempts to use the life approach. The type of content in some text books was not presented in life approach while others were very sketchy and just followed the syllabus without guiding the teachers on how to use life approach by providing enough modern examples. The current examination was cited as a factor hindering life approach. Examination questions are mostly knowledge oriented than application of knowledge in life. Teachers felt no need to use life approach since it is not emphasized much in examination questions set.

The teachers complained of overcrowded classes which do not give learners an equal chance to participate in class discussions. Overburdened syllabus which makes the teacher rush over the content and transmit knowledge by lecture. Heavy loads wear out teachers leaving them with hardly enough time to thoroughly prepare for the lessons they teach. There is hardly enough time to go through all the steps in life approach in 35 minutes.

5.2 CONCLUSION

The following conclusions were made:

Life approach strategy was not being implemented effectively by the teachers of CRE in the selected schools in Voi. This was evident because most teachers did not include the five steps of life approach strategy in their CRE lessons. The only resource materials used were textbooks i.e. teacher's guides and pupils copy and the Bible as reference. The teaching and learning resource materials used were inadequate for life approach which needs variety visual aids to prompt learners to put their own input and share their experiences. Ample teaching and learning resource materials would enable teachers to use variety of teaching and learning methods. Limited teaching and learning resource materials used by the teacher explains why the same teachers used limited teaching and learning methods thus unable to follow the recommended lesson plan structure.

5.3 RECOMMENDATIONS

- a) The time for CRE lessons to last at least 40 minutes for a lesson to enable teachers to exhaust the five stages in the lesson structure.
- b) CRE syllabi to be shortened to make it manageable for the teachers teach without rushing which may force them to transmit knowledge by lecture.
- c) School management to purchase more resources materials to facilitate the implementation of life approach.
- d) Large classes to be managed by two teachers especially where learners are of two unbalanced religions to make it easy to handle and manage effective discussions.
- e) TSC or schools management employ more teachers to enable the teachers handle and manageable load to be able to make ample preparations for the lessons they teach.
- f) More research to be done on the same issues in other areas.

5.4 IMPLICATION

The findings and conclusions found in this study could have far reaching implications for religious education in Kenya primary schools.

- a) The nature and present syllabus, time allocated to CRE and current examination system discourages use of life approach in teaching CRE.
- b) CRE taught in primary schools does not prepare learners for life but examinations.
- c) Lack of teaching and learning resource materials show bias of managers of institutions against CRE and spending to equip the subject.

5.5 APPLICATION OF THE STUDY

The results of the study have significant value to different categories of people interested in education; Curriculum planners, field officers, religious education advisors.

To the teachers the study provides opportunity for self evaluation, self improvement both educationally and professionally. It is hoped that the study will stimulate more scholars and learners of religious education to undertake research in areas not covered by the researcher.

5.6 FURTHER RESEARCH

The same research can be carried out in institutions of higher learning to determine how trainees are prepared for life approach.

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APPENDIX I

OBSERVATION SCHEDULE FOR THE TEACHER IN CLASS

- i. Is the CRE scheme work available? Yes () No ()
- ii. Is the lesson plan available? Yes () No ()
- iii. Does the lesson plan have the introduction? Yes () No ()
- iv. Have the lesson plan have human experience? Yes () No ()
- v. Does the lesson plan have biblical experiences? Yes () No ()
- vi. Does the lesson plan have explanation? Yes () No ()
- vii. Does the lesson plan have application? Yes () No ()
- viii. Which teaching/learning methods are used in the lesson?
- a) Lecture ()
 - b) Demonstration ()
 - c) Storytelling ()
 - d) Whole class discussion ()
 - e) Group work ()
 - f) Drama ()
 - g) Individual activities ()
 - h) Question and answer ()
 - i) Role play ()
 - j) Social action project ()
- ix. How did they use of the following learning resources in the lesson?
- a) Reference books
 - b) Teachers guide
 - c) Pupils text books
 - d) Bibles

x. Which audio visual aids were used in the lesson?

- Radios
- Videos
- Pictures
- Maps
- Globe
- Posters
- Charts
- Computers
- Newspapers
- Magazines

xi. Did the teacher make use of any resource person? Yes () No ()

xii. Was there any social action suggested at the end of the lesson? Yes () No ()

APPENDIX II

QUESTIONNAIRE FOR THE TEACHERS OF CRE

Tick where appropriate and write as requested.

1. Name of the school.....
2. Class (es) which you teach.....
3. Do you prepare your lesson regularly? Yes () No ()
4. Does your lesson structure include these major steps i.e. introduction, human experience, Biblical experience, explanation application and response, as suggested in life approach?
Yes () No ()
5. To what extent do you use the following learning resources?

	Always	Sometimes	Rarely	Never
Bible				
Teachers guides				
Students text books				
Reference books				
Radio				
Video				
Pictures				
Maps				
Posters				
Charts				
Resource persons/place				
Magazines				
Globes				
Computers				

6. Which of the above resources are not available in our school?
7. What do you think is the reason for number six above?
8. Are the resource materials available adequate?
9. What is the reason for the inadequacy?
10. To what extent do you use the recommended teaching/learning methods?

	Always	Sometimes	Rarely	Never
Lecture				
Question/answer				
Class discussion				
Demonstrations				
Drama				
Role-play				
Field trips				
Social action project				
Group work				
Individual activities				
Story telling				

11. Do you always use life approach in teaching CRE?
12. What are your reasons for using life approach in teaching CRE?
13. Why don't you like using life approach?