

A STUDY OF THE UTILIZATION OF LEARNING RESOURCES
IN THE TEACHING OF CHRISTIAN RELIGIOUS
EDUCATION IN SECONDARY SCHOOLS
OF EMBU IN KENYA.

BY

JULIET NJERI GACEGOH

A THESIS

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
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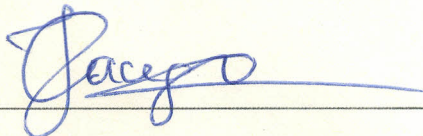
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JULIET NJERI GACEGOH

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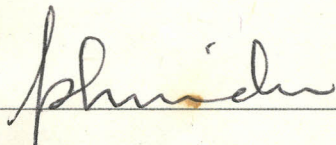
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DEDICATION

It is with deep appreciation and a grateful heart that I dedicate this thesis to my dear parents and grandparents who loved me and encouraged me throughout my school life.

appreciation.

Dr. Ted Groenevegen and Dr. John Shier who served as my University supervisors deserve special thanks for their dedication, effort and encouragement. Without their constructive criticisms it would have been difficult for me to complete the thesis.

For Kenyatta University, who provided the academic facilities and granted me the scholarship, I am sincerely grateful.

Mrs Gatumu and Dr. Kithinji require special thanks for having gone through the first draft of the thesis. Their comments were a source of improvement of the thesis.

My acknowledgement would be incomplete without thanking my colleagues Mrs. Swire, Miss Gao, Mr. Gathua and Miss Mwanu. In one way or another they provided all kinds of support in the writing of the thesis.

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ABSTRACT

The purpose of this study was to investigate in depth the utilisation of learning resources in the teaching of Christian Religious Education (CRE). The emphasis of the study was to establish which resources were available in schools, how the schools acquired these resources, the problems the schools encountered in the acquisition of these resources, how the teachers selected these resources, the types of resources used in the actual teaching, the purpose for which learning resources were used, the problems teachers encountered in the use of resources and the quality of CRE basic textbooks.

A total of 19 Secondary Schools were selected from 51 schools in Embu District. This selection was done from a stratified random sample where the schools were divided into 3 strata, that is Government maintained, Harambee assisted and Private, after which the blindfolding technique was adopted. The sample consisted of 52 CRE teachers, 18 heads of CRE departments, 4 Curriculum developers, 2 CRE Inspectors and 2 CRE advisers. A total of 23 live CRE lessons from 12 Secondary Schools were observed.

Data was obtained by means of questionnaires, interview schedule, lesson observation schedule and an instrument used for analyzing textbooks.

Data obtained in the study revealed that, there was an acute shortage of resources especially audio-visual

resources in schools. This was mainly due to lack of funds.

It was also found that, both parents and schools were responsible for purchase of learning resources. Some schools got their resources either through borrowing or donations. There was very little improvisation by schools.

Further findings revealed that CRE teachers and the heads of CRE departments played a significant role in the selection of learning resources. Course objectives, nature of subject content, coverage of syllabus and time available were the main criteria in the selection of learning resources.

In the actual teaching of the subject, it was found that the majority of the teachers used textbooks and chalkboard. Very few of the teachers used audio-visual and community resources. The teachers used these resources for the purpose of introducing and summarizing the lessons, while the students used these resources for the purpose of writing notes.

Teachers found it difficult to use the few available resources in the actual teaching of the subject. They complained that the syllabus was too wide; they lacked support from the educational officers as to what resources to use and that the classes had large numbers of students.

Further findings indicated that, although the two

basic textbooks were of high quality in some respects, they seemed to be of low quality in other respects.

On the basis of the findings and conclusions, recommendations were made for educational policy and practice in Kenya. For further research, there is a need to conduct study to find out the relationship between the student's performance in CRE and the use of learning resources. These recommendations were meant to serve as a base for the improved utilisation of CRE learning resources in Secondary Schools.

innovations took place concerning the subject as it postulated in the Kenya Education Commission Report (Giminde Report (1964) and the Education Act (1968). As one of the subjects in the school curriculum, Religious Education changed in its methodology with more emphasis on child centered approach. These innovations were aimed at making the subject more academic in order for it to contribute more effectively in the utilization of the National Goals of Education.

1.1 GROWTH AND DEVELOPMENT OF CHRISTIAN RELIGIOUS EDUCATION IN KENYA

The missionaries in Kenya and elsewhere in Africa were the chief pervaders of western education. In the Conference of Mission Societies in Great Britain and Ireland of 1877, a general policy statement concerning native education in Africa was

CHAPTER ONE

INTRODUCTION

1.0 CONTEXT OF THE STUDY

Christian Religious Education (CRE) has held an important position in the overall educational system in Kenya before and after independence. During the colonial period, the missionaries used religion to change the African ways of life by converting them into Christianity. But after 1963, important innovations took place concerning the subject, as is postulated in the Kenya Education Commission Part I (Ominde Report (1964) and the Education Act (1968). As one of the subjects in the school curriculum, Religious Education changed in its methodology, with more emphasis on child centered approaches. These innovations were aimed at making the subject more academic in order for it to contribute more effectively in the utilization of the National Goals of Education.

1.1 GROWTH AND DEVELOPMENT OF CHRISTIAN RELIGIOUS EDUCATION IN KENYA

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formulated. It was stated that Mission Education should aim at improving the general material and moral life of the community. The type of education offered by the missionaries was therefore guided by their general view of the African Social environment.

Sifuna and Karugu (1985) contended that the Missionaries viewed the Africans as being:-

"backward, uncivilized and uncultured with no tradition or history, too unintelligent and lazy to have evolved a set of beliefs about the world that were worth studying, too superstitious and immoral to have developed a serious religion."(p.5)

Because of this attitude towards Africans the Missionaries assumed that their major task was to regenerate, and civilize 'the Primitive Man'. In this respect, the missionaries demanded that their African converts do away with their beliefs, customs or traditions and accept without question or reservation a completely new way of life. In some cases they even demanded a rejection of those things that made an African community an organic whole.

According to Sheffield (1973), the first goal of Missionary Education was to convert the Africans and train the catechists who could both preach to and teach the converts. In reporting on the International Conference held at Le Zoute, Belgium, in 1926, Reverend Edwin Smith defined the goal of Missionary Education as that of "fashioning character after the pattern of Christ by maintaining a religious basis in

all the subjects".(p.11). However the missionaries differed widely in their interpretation of this goal. For example, Reverend Dougall, who had spent many years in Kenya was also quoted by Sheffield (1973) as saying that,

in the History or Reading lesson, he (the Christian teacher) will be teaching History and Reading, not Religion..., Religion will pervade the teaching of non-religious subjects, but as energy and inspiration, not as dogmatic truth.(p.11)

Murray in Sheffield (1973), stressed more on the great value of the memorization of Bible verses.

The Missionary Education came to be predominantly religious in which the lives of the upright and holy men in the Bible were magnified. The established missionary schools became the agency through which the African could be taught the western ways of life. The schools were to be the focal point of Christian propaganda and all the civilizing processes. The most outstanding institutions of learning were those of the boarding type where Africans were taken out of their pagan environment for a sufficient period of time. This was to make Africans forget their backward traditions. African names were changed to European names. For example Buxton High School near Mombasa was named after the Christian Missionary African Secretary at Salisbury Square, London. On admission into the school, children were taught to emulate Western culture and values by the colonialists. The

aim of education according to Sifuna (1976) was:-

... to give these youth a plain education, to lead them to adopt the modes and habits of civilized life, to train them up as Christians and bring them to adopt such habits, industry and economy as when no longer supported by the mission, they may find good citizens well able to support and take care of themselves.(p.50)

The missionaries were able to spread their influence by the use religion, education and propaganda.

The penetration into the interior of Kenya by the various missionary groups had tremendous consequences on the African Education. The response by the Africans varied from immediate interest to open opposition. The missionaries found it easy to penetrate the interior of Kenya after 1901. due to the completion of the Uganda Railway. According to Furley and Watson (1978), the Church Missionary Society (CMS) established stations amongst the Kikuyu at Kihuruko in 1901, Weithaga in 1903, Kahuhia in 1906, Mahiga in 1908 and Embu in 1910. The Church of Scotland Mission started another station at Tumutumu in 1908. The African Inland Mission followed the pattern set by the short lived Scottish Industrial Mission in starting work amongst the Akamba. The smaller Gospel Missionary Society also began evangelistic work among the Kikuyu in 1902. Other missionary stations were opened at Kiambu in 1902, Limuru in 1903 and Mangu in 1906 by the Italian Fathers. By 1918 there were in all 16 missionary groups at work, including the Roman Catholic groups, that is the Holy Ghost, the Italian, Consolata and

Mill Hill. These Missionary groups together with the Church Mission Society were responsible for the largest proportion of African education.

In 1925 an Alliance of Protestant Missionaries put up a secondary school on the Church of England site at Kikuyu. The school came to be known as the Alliance High School and was opened in 1926. This school did not offer the Cambridge School Certificate until the 1940's. The Catholics started St. John's School Kabaa with a very strong teacher training bias, ultimately to convert it into a secondary school later. Kabaa continued with its strong teacher education bias, even after starting secondary work in 1929. In 1939 it was transferred to Mangu. Maseno Secondary was established in 1938, followed by Yala in 1939 by the CMS and Catholic Missions respectively. These were among the first educational institutions to be established by the various missionary groups in the interior of Kenya.

Each missionary group organized its own education system, although there were close similarities between them. One common bond lay in agricultural education and the giving of instruction in the three R's, namely; reading, writing and arithmetic. Other subjects in the school curriculum were spelling, counting, technical education and above all religion. These subjects were designed to improve the Africans' way of life. A contemporary observer of the Mill Hill Mission in

Furley and Watson (1978) had this to say concerning technical education:-

... the missionary teaches the natives carpentry, brick laying, building, roadmaking, tailoring, etc. as well as to plant grains, cotton and vegetables.(p.17)

The brighter students had a chance of learning English. Although English remained the language of instruction, by the 1850's many missionaries were insisting that Religious Education be mainly taught in vernacular , for the students to comprehend easily. But nobody thought of writing textbooks in vernacular for academic subjects like arithmetic or geography because they were not considered as important as Religious Instruction. The missionaries were mostly committed to the teachings of the Bible as they understood it and it became the central textbook for Religious Instruction in schools. It was translated into vernacular and Kiswahili, so that it could be used by the majority of the students. Resources for teaching Religious Instruction at this time were restricted to the Bible. Other resources apart from the Bible were therefore not considered important since the missionaries could achieve their goals with the Bible alone. Generally this was the trend in most of the missionary schools during the colonial period.

In 1968, most of the missionary schools were taken over by the Government. In support of what the Government had done, the Kenya joint Catholic and Protestant Bishops declared that, "the State should

take over more and more responsibility for the administration of schools but when the people so wish, the resources of the Churches should be used for school management." (Cowan, 1965, p.122). This was an attempt by the Churches to guarantee their continued involvement in Religious Instruction in their former schools.

Further, the Christian church in Kenya stated that the Government had the responsibility of helping set and maintain the standards of education at all levels. This, the churches argued, was in order to provide the necessary professional supervision and to ensure that provision is made for moral and Religious Instruction in all the schools. The Churches released this statement because they were convinced that an educational system without religion could only bring disaster whereas a system with religious foundations would be the best for the well being of the country. What therefore the Churches wanted was to be given full co-operation by the State in order to ensure full religious development of their children. This was the stand of the church concerning the management of schools after 1963.

In support of this statement by the Churches on education, the Ominde Report (1964) recommended the continuing participation of the Church in the religious life of their former schools. The report prepared the way for the Education Act (1968) which

gave legal expression to the changes introduced after independence. In its approach to Religious Education the Act followed the recommendations of the Ominde Report of 1964 which stated in part that:

1. Religious Education must be taught according to an approved syllabus. This means that Religious Education is a worthwhile subject to be learnt and that it has something unique and valuable to contribute to the national goals of education.

2. Syllabi and materials for Religious Education are prepared or recommended by the Churches.

As sponsors of their former schools, according to the Education Act of 1968, the Churches had the following responsibilities,

1. To prepare or recommend syllabi, books and other teaching aids for Religious Education.
2. To supervise and give advisory services to ensure that Religious Education is conducted according to the syllabus.
3. To provide for the keeping of registers, records and submission of returns.
4. To provide for the admission, suspension, punishment and dismissal of pupils etc.

In carrying out their functions as sponsors, the Churches had to be,

1. consulted with regard to staffing
2. represented on school committees and boards of

governors of certain schools and colleges.

3. allowed to make use of school buildings free of charge.

Although the churches were relieved of the management of schools, they still continued to sponsor and promote religious instruction in those schools. The churches were represented on the committee or Board of Governors of their sponsored schools. This was a sign of respect for the Church by the Government for the significant role they had played in the development of education.

Since the advent of missionaries, Christian Religious Education has been known by various names. Kenya Institute of Education (1979) puts forward the following names: 'Religious Knowledge', 'Bible Knowledge', 'Religious Instruction', 'Doctrine' and 'Bible' (p. 161). Other names included 'Divinity', 'Scripture' and 'Religion'. These names elucidate the previous statement that religious instruction was aimed at converting the Africans. However, the missionaries made little use of resources, except Bibles and hymn books. The students were supposed to memorize Bible verses and sing gospel songs. But as a school subject, it was referred to as Religious Education, following the recommendations of the Ominde Report (1964). The academic part of Religious Education is considered to have true educational validity to justify the continuing inclusion of the

subject within the school curriculum. The subject has therefore changed in its content, methodology and has a completely different approach.

As a subject in the school curriculum, emphasis has been laid on the use of life approach in an attempt to make the subject more exciting for the learners. This life approach has its foundation in child-centred education, in which learning is centred on the learner. Some of the classical proponents of the theory would be Jean J. Rousseau in his "Emile", Friedrich Froebel in his "Education of man", John Dewey in his books such as "Democracy and Education" and "Experience and Education", Maria Montessori in her book "The Montessori Method" and other educational thinkers such as Jerome Brunner, to curriculum writers like Hilda Taba and experienced teachers like Hendrix.

Scholars from various countries have stressed the need for teaching children by activity methods in an attempt to develop the ability and potential of each child. Sifuna (1975), cites Comenius who emphasized the need to use pupils' senses as the centre of all learning processes. As such teachers should be in a position to make use of drawings, pictures, wall writings and other aids, if learning has to take place most effectively. Comenius also advocates methods which foster learning by experience in form of observing, touching and smelling, writing and reading about interesting things in a lesson.

He further cites Rousseau on teaching by doing.

According to him, children should learn nothing from books of that which they can learn by experience. He also emphasizes the use of aids in teaching. He deplores the use of symbols in cases where real things can be shown. Sifuna further cites Pestalozzi who learnt from experience that words must be taught through things. Otherwise words learnt through rote are entirely meaningless and uninteresting to the child. A child therefore learns best by activity, imitating, drawing, collecting and observing. The main emphasis by these philosophers is on the use of resources catering for all the sensory organs of the students. Dewey (1938) reckoned that child-centred education involves learning by doing. This learning by doing is important for the pupils to be able to understand the facts which the teacher wishes them to learn. It is also important, to note that pupils educated in this way are inevitably agents of constructive social change. The schools which educate them are thereby intimately bound to be the larger cause of reform. It is this tie that makes education progressive. Progressivists argue that the child with all his needs and interests should be respected and encouraged to get the full benefit from what he learns. Further, Dewey (1974), suggested a child-centred curriculum, where the child and not the subject matter

determines both the quality and quantity of learning. According to Dewey, a child is not a latent being. The teacher has to approach him with great caution and skill in order to draw out some hidden activities. The child is already intensely active and the teacher's main task in education should be that of giving direction to the child's activities. His role is that of a guide, supporter, and facilitator rather than instructor. Since active learning does not flourish in the authoritarian classroom, the role of the teacher in the discovery classroom becomes advisory.

Bessey (1972), in his "Curriculum Mission to Kenya" asserted that, active participation in learning situations helps children develop concepts and an understanding of their world. As such instruction should begin with the experiences learners already have. The new facts and ideas obtained become the ground for further experiences in which new problems are presented. Out of such experiences the child moves from the known to the unknown. It is important that children be exposed to a wide variety of learning materials.

Child-centred education seems to have had a major impact on curricular changes. In the United Kingdom there have been such programmes like the Unified Curriculum, Discovery teaching, the Nuffield Mathematics and Co-operative Teaching. In the United

States of America, there have been programmes like Mathematics Science, Modern Foreign Language, Social Studies and Educational Technology. All these programmes have affected educational developments in many African countries in general and Kenya in particular.

In Kenya, the Peak English Course has been described as having introduced a new kind of education in schools. In 1965, the new English Medium was changed to "New Primary Approach." This programme emphasized on activity methods of teaching. This could be seen as some breakthrough in rote learning. The New Primary Approach is no longer regarded as a separate subject, but it stresses the practical implications of learning from activity and discovery. That is why in the teaching of all the school subjects, Kenya's Educational system stresses more on the use of life approach.

The life approach is important in that it helps the learner relate the knowledge he has learnt to his everyday life experience. The approach also calls for teaching from concrete to the abstract and from simple to the complex. According to Wittich (1967),

a teacher understands what subject content is suitable to the pupils level of readiness ..., what kinds of communication media and what concrete perceptual experiences are most suitable and appropriate..., to arouse pupils interest...and the creative use of new information (p.52).

This means that a broad base of direct experiences is

required by means of using a wide range of resources in order to make learning more meaningful to the child.

Malusu (1981), argues that Christian Religious Education should be made relevant through the use of child's experiences. This is because, the subject has changed from being subject-centred to learner-centred and from adult-centred to child-centered. The same idea of learner centered education has been discussed by Goldman in his extensive research entitled "Religious Thinking From Childhood to Adolescence" reported Evening (1974). Goldman claims that, "we have too long had Religious Education that is Bible-centred and now there is need to have one which is child-centered." (p.19)

The present Christian Religious Education Syllabus is designed to encourage child centered approach in the teaching of the subject. That is why life approach orientation is followed throughout the whole syllabus. According to the Syllabus, the teacher is supposed to make use of the children's interests, activities and experiences as a means of helping them explore the Christian faith. This means that the teacher should avoid presenting religious truths and values in an adult way, but rather should adapt them to the children's level of mental development. Teachers are therefore challenged to make use of resources not merely as illustrations, but to

bring about interaction, discussion and discovery.

The teaching of Christian Religious Education in Kenyan schools has been justified on educational grounds, as contributing to the fulfillment of National Education Objectives stipulated in the Ominde Report (1964) and the Kenya Education Act (1968). According to the Ominde Report (1964), through Religious Education, it is possible to foster a sense of nationhood and promote national unity. Religious Education is also supposed to promote positive attitudes of mutual respect which will enable the youth to live together in harmony. This objective offers a challenge to the churches to show that Religious Education is not necessarily a divisive force and that people of different religions can live together in harmony. It has also influenced the development of common syllabi for all Christian children.

The Ominde Report (1964), recorded that there should be a close relationship between purpose in education and in life. This is an attempt at meeting the social needs of national development by equipping the youth to play an effective and productive role in the life of the nation. Religious Education attempts to fulfil this role by its greater emphasis on content relevant to life. This need for relevance to life is strongly reflected in the syllabus.

One of the goals of Education in Kenya is to foster

individual development and self-fulfillment. Religious Education fulfills this goal by trying to foster sound moral and religious values in order to help the youth grow up into self-disciplined, self-reliant and integrated citizens. On respect and development of cultural heritage, Religious Education should assist the youth of Kenya. Religious Education should also instil in the youth a sense of respect for unfamiliar cultures. To meet this challenge, CRE curriculum developers have incorporated the study of African Traditional Religion in the syllabus.

Another goal of education is to promote social equality and foster a sense of social responsibility. This helps in providing equal educational opportunities for all the children. Religious Education has tried to fulfil this goal by advocating a common syllabus for christian students in all schools with courses based on their common christian faith.

According to the goal of promoting International consciousness, education is supposed to help foster positive attitudes to the International community. Religious Education has fulfilled this goal through the introduction of courses on Contemporary Christian Living. These courses help in enhancing appreciation of the current social, political, religious and economic issues affecting the world, locally and internationally.

The historical development of Christian Religious Education has shown the important role the church played and has continued to play in the teaching of the subject in schools. Even today, curriculum developers from the Christian Education Association, the Kenya Catholic Secretariat and the Seventh Day Adventist have a major role of producing syllabuses and teaching materials. Together with the Ministry of Education, they all work on Religious Education Panel of the Kenya Institute of Education. The syllabuses and materials they develop are used in all the public and private schools in Kenya.

However, today there has been conflicting issues between the Churches and the authors of various Christian Religious Education textbooks, especially over the suitability and quality of the books to be used as class textbooks. Many of these authors argue that they, just like the Churches have a right of writing textbooks to help in the teaching of the subject. This would help to meet the high demand of books and other teaching materials for the subject.

1.3 RESEARCH QUESTIONS

1.2 STATEMENT OF THE PROBLEM

The present Christian Religious Education Syllabus in Secondary schools advocates a child-centered approach. It encourages the students and the teachers to make use of a wide variety of learning resources. In meeting this demand, the Kenya Institute

of Education has recommended a variety of resources to be used in the teaching of the subject. However, many teachers seem to have adopted the teacher-centered approach where they hardly use other resources except the textbooks. This has been reported by studies of Malusu(1985), Wainaina(1984), Mutoro(1985) and Gatumu (1983), all of which focused in the teaching of Christian Religious Education in Primary schools.

So far, no empirical study has been carried out addressing itself to the field of learning resources in Christian Religious Education in Kenya's Secondary schools. It was therefore important to look at the utilization of learning resources in this context; their availability, selection and acquisition procedures, types of resources and how they are used by students and teachers. The main purpose of this study therefore was to investigate the extent to which the students and teachers utilize the resources in the teaching and learning of Christian Religious Education in Secondary Schools in Kenya.

findings of the study are expected to yield useful

1.3 RESEARCH QUESTIONS groups of people and

individ The study attempted to answer the following questions: findings will help draw the attention of the

1. What learning resources are available for teaching Christian Religious Education in schools? using the resources. As a result.
2. How are the learning resources acquired?

3. What factors hinder the effective supply and acquisition of learning resources?
4. What criteria do the teachers use in the selection of learning resources for Christian Religious Education ?
5. What types of learning resources are used for the teaching of Christian Religious Education in Schools?
6. In which ways do the teachers and students use learning resources?
7. What factors hinder the effective use of learning resources?
8. To what extent do the Christian Religious Education textbooks fulfil the criteria used for reviewing textbooks by the Kenya Institute of Education?

1.4 SIGNIFICANCE OF THE STUDY

Since Christian Religious Education has been given prominence in the overall Education system, the findings of the study are expected to yield useful information to various groups of people and individuals.

1. The findings will help draw the attention of the Kenya Institute of Education to the problems encountered by teachers in acquiring and effectively using the resources. As a result, curriculum developers would be able to look for

solutions which will accelerate and improve the use of the resources. This would improve the teaching and learning of the subject.

2. Teachers Advisory Centres could be challenged to give advice to teachers on the importance of using resources by conducting in-service courses. The centres could therefore be used to produce and supply various resources to schools in their localities. As such, teachers could be encouraged to make use of the resources available at the centres.
3. The study could provoke the commercial publishers and book authors to think of a wide range of resources. They should therefore be able to provide schools with resources at relatively cheap prices.
4. The findings will help authorities such as inspectors and Christian Religious Education Advisers to help and encourage teachers to be more innovative and creative, not to only rely on ready made resources from the Kenya Institute of Education. As such, teachers should be able to make use of locally available materials which are cheap to acquire and easy to make.
5. With the knowledge of problems surrounding the effective use of resources, teachers will be in a better position to make constructive decisions and to look for ways of eradicating these

problems with a hope of improving the teaching of Christian Religious Education.

6. The findings will also draw the teachers' attention to the learning resources to be used in the teaching of the subject, rather than relying only on the textbooks. The study will therefore increase the teachers' knowledge in this area of resources and enhance useful contribution in developing their own local resources. Teachers will also be made aware that activity methods are not founded on a supply of sophisticated teaching apparatus, but the use of creativity can lead to the use of cheap materials.
7. The study could raise challenges to stimulate more researchers to undertake a similar study in other districts not covered in this study. To this end, the researcher recommended areas which need further research in the current teaching of the subject.

1.5 SCOPE AND LIMITATION OF THE STUDY

The study was a simple survey design limited to 19 secondary schools in Embu District. The study sample comprised 52 Christian Religious Education teachers in the 19 secondary schools, CRE Curriculum Developers at the Kenya Institute of Education, Christian Church Education Association, the Kenya Catholic Secretariat and the Seventh Day Adventists.

Christian Religious Education Advisers at the district levels and School Inspectors both at the National and District levels were other sources of data.

Due to financial, time and transport constraints, it was not possible to conduct an extensive research. As a result of these limitations, it was difficult to visit all schools in Kenya. However, the findings of this study will to some extent be applicable to other districts in Kenya.

1.5.1 Field Administrative Problems

There were few but significant problems experienced in the administration of research instruments in schools.

1. Some teachers were very negative and had a misconception that anybody doing research is given money to pay anybody contributing to the project. These teachers demanded either cash money or lunch, which the researcher found it difficult to afford.
2. In one school there was no head of the Christian Religious Education department since all the subjects had been grouped into Communication, Mathematics, Science, Humanities, Applied Education and Physical Education. The head of the Humanities, who was a geography teacher knew little about the teaching of Christian Religious Education because she had not taught the subject

in the present school. As such, only 18 heads of CRE department were used instead of 19 as initially intended.

3. The initial plan was to observe 24 lessons but one of the schools where a lesson was to be observed had only one Form II and no Form III class. As a result only 23 lessons were observed.

1.6 BASIC ASSUMPTIONS OF THE STUDY

For the purpose of the study, the researcher made the following basic assumptions:

1. That the use of learning resources improves achievement in education.
2. That the schools selected for the study are representative of secondary schools in Embu District.
3. That the research subjects would provide genuine information reflecting the state of utilization of learning resources.

1.7 DEFINITION OF TERMS

The following terms are defined as they are used in the context of this study.

Learning resource: is any material, person or event that establishes conditions which enable the learner to acquire knowledge, skills, values and attributes from a given source, through study experience or being taught in an attempt to achieving one or more goals.

Community resources: refers to resource people, places or materials in the school community which can be used to promote learning. Such resources may be used in class or the learner may go out in order to reach them.

Audio resources: refers to those learning aids which promote learning through hearing only. They include radio, tape and disc recordings, telephones and so many others.

Visual resources: refers to aids which promote learning through seeing only. Examples of such resources are illustrated books, pictures, photographs, charts, maps, posters, bulletin boards, slides, chalkboards, displays, cartoons and overhead transparencies.

Audio-visual resources : refers to aids which promote learning through both seeing and hearing. They include television, films, videotapes, sound filmtapes, printed material with recorded sound, demonstrations and so many others.

Learning Resource Centre: this is an agency for stimulating the active creation and use of a resource collection. It can be an establishment within a school, or a community which holds and/or provides preparation facilities for resources like books, periodicals, maps, charts pictures, diagrams, radio and other audio-visual equipment. It may also have a comprehensive cataloguing system, enabling the staff

and students to locate suitable materials.

Secondary School: refers to a formal educational institution attended after 8 years of primary school level in Kenya.

1.8 ORGANIZATION OF THESIS

This study has been organized into five chapters. Chapter 1 is on the context of the study, statement of the problem, research questions, significance of the study, scope and limitations of the study, field administrative problems, basic assumptions of the study and definition of terms.

Chapter II is a review of literature related to the study. This review looks at what various educationists say on the importance of using learning resources in education and in Christian Religious Education in particular. The review further looks at the available work done in this field of learning resources both within and outside Kenya.

Chapter III provides the methodology of the study. Here a full description of the location of study and educational activities in the district is made. There is also a discussion on population and sampling methods, research instruments, procedures of data collection and data analysis techniques.

Chapter IV presents analysed data and discussion of research findings. Finally chapter V summarizes the findings, recommendations and the conclusions of the study.

CHAPTER TWO

A REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The literature review in this study was divided into various related headings and sub-headings. In each of these both theoretical and empirical data are reviewed. These theoretical and empirical data are reviewed and presented under the following sub-headings.

1. Types of learning resources.
2. Use of learning resources in Education.
 - (a) Selection of learning resources.
 - (b) Acquisition and improvisation of learning resources.
 - (c) Storage of learning resources.
 - (d) The development of learning resource centres.
3. Use of learning resources in Christian Religious Education (CRE).

2.1 TYPES OF LEARNING RESOURCES

A comprehensive and detailed taxonomy of media selection has not yet appeared in literature. Many attempts by educationists, media specialists and psychologists to establish a multi-dimensional taxonomy based on research evidence has proved quite

difficult. With time, however efforts have been made to establish one. Dale(1969), classifies learning materials under the following sub-headings:

2.2 (i). Visual materials: These include both projected and non-projected resources. Examples of projected resources are overhead transparencies, slides, motion pictures, microfilm and many others. The non-projected resources include books, photographs, drawings, charts, maps, posters, chalkboards, flannelboards and many others.

(ii). Audio resources: These include lectures, audio tapes, compressed speech, phonograph records, radio, telephone and many others.

(iii). Audio-visual resources: These include television, films, videotapes, sound filmstrips, printed materials with recorded sound, demonstrations, field trips and many others.

The above classification helps the teacher to see more clearly how instructional resources can promote thinking and develop firmly grounded concepts.

Meredith in Unwin and McAleese (1978, p.503), stated that, "the function of a good taxonomy is not merely to order materials, but to order people's thinking about the material. This statement supports Butler who suggested years ago that a good taxonomy of media should be based on functions if it has to be relevant to the teaching and learning process. However since

Buter never came up with such a taxonomy, Dale's Classification of Media was used.

2.2 USE OF LEARNING RESOURCES IN EDUCATION

The practice of teaching and learning today is entering a period of revolution especially due to the increasing use of modern technology in the classrooms. Use of modern technology in the developed and underdeveloped countries has been accelerated by the problem of 'population explosion' and 'information explosion'. Many people are therefore required to teach and learn. In this case, technology in education has been developed with the aim of not only making education more widely available, but also of improving the quality of education which is already available. Through this education technology, many people have made use of the mass media of newspapers and television. Secondly cheap production and distribution of books has been made possible.

In support of the high demand for educational resources, Unwin and McAleese (1978) reckoned that, greater learning results when media are integrated into the traditional learning process; that equal amounts of learning are often accomplished in less time using educational media...media facilitates learning. (p.45)

Media can therefore enhance interest, comprehension, retention and concreteness to any learning situation. Use of learning resources has been viewed by educationists as important if learning has to take

place most effectively. Professionals in Educational Technology, claim that the quality of education can be improved if the use of appropriate resources is considered when designing the curriculum. In support of this, Tucker (1986) wrote that:-

in education technology, the solution to problems take the form of all the learning resources that are designed or selected and/or utilized to bring about learning. (p.172)

This is an indication that learning resources are vital if the quality of education has to improve. The National Society for the Study of Education (1974), in a report to the President of the United States of America by the Commission on Instructional Technology had this to say:

...a technology can make education more productive, individual, powerful and also make learning more immediate, give instruction a more scientific base and make access to education more equal.(p.6)

Technology means use of sophisticated hardware, or any new educational technique for effective teaching. However a teacher does not necessarily have to buy sophisticated hardware always; one should be able to use simple resources to achieve maximum performance.

Douglass(1964, p.195) claimed that, "good teaching is good communication and the alert teacher is constantly searching for ways of communicating more effectively with the students.". He at the same time found out that some students learn well through their sense of hearing, while to most individuals seeing is

a far more profitable type of learning experience. As a result most educators have come to consider the "eye" as the most important gateway to the mind.

Saunders (1974) said that:

visuals rouse interest, give an accurate impression, help memory, stimulate the imagination and provide a shared experience. (p16).

In support of Saunders' ideas, Addo (1961) reported that when the teacher makes use of the chalkboard to provide a summary of the lesson, he is making use of the visual sense which is so vital in learning; the entire lesson having reached the students minds through the ears.

Believing that visual aids are foundational for good teaching, Getz (1972), cited Comenius as saying that,

...The sense of hearing should always be conjoined with that of sight and the tongue,...and in combination with the hand. The subjects taught...should be pictorially illustrated, and thus develop the imagination by the help of the eye. (p.16)

In supporting the use of visual aids, Sifuna (1986, p.114) quoted Pestalozzi as having reckoned that, "sense impression, observation and perception are the foundation of instruction." Teaching, according to Pestalozzi, should advance slowly by proceeding by small steps from simple to more difficult concepts. This influence was felt throughout the 19th Century, and even up to the present.

Jowi and Njogah (1981), reckoned that learning resources are vital for any effective learning to take place. As concerns the use of sensory organs, they said that,

for proper communication and learning, students want certain media available and used not only because media are interesting and make school time pass more quickly but because when various senses are used in learning, there will be greater perception, understanding, reinforcement and hence easy retention of the subject matter. (p.1)

Patel (1986) asserted that,

materials (resources) should be used as an integral part of learning activity in order to achieve the highest level of understanding within the context of their subject matter. (p.12).

Bachman (1959), further reported Dale who explained that resources with their sensory experiences, provide, not only a point of departure, but also a point of return for the learning process. Learning therefore becomes a process in which the concrete and the abstract interact. Resources especially audio-visual ones, generally appeal more strongly than words alone to the whole person. As a result, in learning one requires both concrete and abstract subject matter and therefore a well chosen mixture of learning resources.

Many studies have shown the importance of using various senses in the learning process. According to Douglass (1964), learning through the five senses is distributed as follows:

- (i) We retain 1% of what is learned

through taste.

(ii) We retain 1.5% of what is learned through touch.

(iii) We retain 3.5% of what is learned through smell.

(iv) We retain 11% of what is learned through hearing.

(v) We retain 83% of what is learned through sight.

Hence educators should know that visual stimulus has a more lasting impact particularly in learning. The auditory stimulus tends to have a temporal impact in learning. That is why there is usually a common proverb today which says, that "what I hear, I forget, what I see, I remember and what I do, I know". If therefore a teacher becomes the sole active passer of information, while students remain passive receivers, students may soon forget most of what they have learnt.

Further research evidence shows that instructional activities involving a multi-sensory approach are superior to those directed towards a single sense. This was reported by Douglass (1964), and it simply means that it is usually more effective to provide a measure of a variety of channel combinations for any effective learning to take place. Emphasis is therefore laid more on the use of all the five sensory channels. That is why Munyiilu (1985) in

his study said that,

"learning resources enable students to understand better through the use of more than one sense, hearing, touching, tasting and feeling." (p.42).

Use of resources therefore provides appropriate introduction and learning of new and complex concepts. They also help in motivating the students to learning and thus increase their participation and concentration. Other studies have been carried out to determine the relative merits of words and pictures in simple learning tasks. Levie and Dickie in Travers (1973) found out that,

words are better for abstract subject matter while auditory and the digital (visual print) have the special merit of conveying abstract knowledge, whereas the Pictorial (Pictures) have the special merit of conveying concrete information (p. 866).

Kennedy in National Society for the Study of Education (1974), examined the question of how icons and images give information. He found that,

icons and images are highly successful in the learning process since they can motivate, inform, facilitate memory and evoke further thinking, (P.18).

The emphasis here is on the use of statues.(icons and images) which seem to be having a more lasting impact as compared to written words in the books and magazines.

As for the use of audio-visual materials, Levie and Dickie in Travers (1973), found that audio-visual presentation of verbal materials may be having a long lasting impact on what has been learnt. Therefore the

utilization of audio-visual materials results into better retention of what is learned than would have been the case if either only the print or speech were used. For example film strips and slides have been used successfully as adjuncts to textbooks in teaching reading at Primary school level. That is why McCracken in Unwin and McAllese (1978) reported that,

Media improved student interest, stimulated class discussion, helped to fix basic vocabulary, encouraged the timid and helped in phonetic and structural analysis. (p.50).

Kemp (1980), observed that in conventional education programs, audio-visual materials are typically used as supplements and enrichments to instruction. Use of such materials shows that learning is an activity that must be performed by the student, and not something the teacher can do to the student. As such, the teacher's job is to structure experiences so that learning can take place most conveniently and be successful to the student. What therefore the students do, determines what they learn by working with ideas and with resources of many kinds.

Researchers such as Henry Ruark in Lee (1970) have found that audio-visual resources provided concretized sense experiences that command attention in all true learning. When functionally combined in a carefully planned and programmed presentation such materials can and do stimulate motivation of the learner to the point that often a whole chain of

learning activities is triggered into action.

Getz (1972) cited Dale as having contributed more than any other educator in demonstrating the value of audio - visual materials. On the basis of her own research as well as that of others, she has set forth the following seven points in emphasizing the importance of audio-visual materials:

1. They supply a concrete basis for conceptual thinking and hence reduce meaningless word responses of students.
2. They have a high degree of interest for students.
3. They make learning more permanent.
4. They offer a reality of experience which stimulates self-activity on the part of the students.
5. They develop continuity of thought.
6. They contribute to growth of meaning and hence vocabulary development.
7. They provide experiences not easily obtained through other materials and contribute to the efficiency, depth and variety of learning.(p. 29)

In support of what Dale has said, the Japanese National Commission for UNESCO (1972), asserted that, the use of various types of educational equipment and instruments enlarges the sphere of learner's experiences. They also help the learner to be able to grasp the contents of instruction accurately. As such it has become important for teachers to know that not only textbooks could be used for teaching, but also a variety which could present students with more vivid experiences.

Other researches carried out in Kenya and elsewhere have indicated the urgent need for the use

of resources in teaching and learning of various subjects. Oure (1985) in his study of primary schools in Amagoro division in Kenya found that there was shortage of learning resources in all subjects being offered. The reasons for this shortage were found to be the presence of unqualified teachers, lack of funds and heavy teaching loads. Such loads left teachers with hardly any adequate time to concentrate on the preparation of learning resources.

Munyillu's (1985) study on resources used in Mathematics found that teachers used few learning resources simply because they are not innovative and they hardly improvise. At the same time teachers did not make use of the immediate environment as a source of instructional resources. He concluded by saying that where little use of teaching aids is made, the activity method is discouraged. This often leads to rote-memorization and little learning outcome is expected.

Digolo (1986) did a study on the utilization of community resources in primary schools in Kenya. The study revealed that there was an apparent inadequacy of teaching and learning resources. This is probably due to the teachers' over reliance on published resources, recommended by the curriculum developers. These are usually too expensive to be acquired in adequate quantities. These findings are incompatible with those ones of Nguru et. al. (1983) which showed

that teachers in Kirinyaga and Embu districts favoured the use of local resources in teaching. This enables the learners to understand the world around them. The teachers make use of opportunities provided by such subjects as arts and crafts, science and geography. It was found that children are involved in collecting local materials from the environment or visiting places of interest. Children are said to be highly appreciative of their environment and that they make things out of the local materials, bring the materials to school and ask questions related to the environment.

Khisa (1986) did a survey of the learning resource materials in Nairobi's primary schools. He found out that most of the books used were published more than 10 years ago. He also found out that most of the schools possessed radios, typewriters and duplicating machines. Some schools had pianos, one school had hired films and projectors from the Kenya Film Corporation. However because of the high costs of resource materials and other urgent needs such as classrooms, home science rooms, workshops and buying of textbooks, this brought a big disparity in terms of quantities and quality of resource materials in the school library. According to Khisa, half the stock in the school libraries was outdated and irrelevant to the present educational needs.

Wambua (1988) did a survey on the utilization of

resources in teaching environmental education in Kenya's Primary Teachers' Colleges. The study revealed that teachers did not make much use of resources in the teaching of the subject. This was due to the fact that environmental education was not taught as a subject per se. As a result teachers found it difficult to produce teaching aids for the subject. Tutors argued that the use of teaching aids required more time which they could not afford if the wide college syllabus had to be covered. Some tutors complained of not being made aware of where and how to obtain relevant resources for teaching the subject.

Ikumi (1985) who did a survey on resources used for teaching Kiswahili in selected primary schools of Central Division of Iveti South, Machakos District in Kenya, observed that, all the schools had the recommended textbooks. However lack of teachers' guide from the Ministry of Education, Science and Technology on the types of resources to use led to unavailability of resources in schools. This was similar to the findings of Wambua (1988). Ikumi's findings confirm that teaching aids are not very much in use in schools and that where they are used they lack variety and are not effectively utilized. Other studies by Ogoma (1987) on resources for social studies education in Nairobi's primary schools and Karingithi (1988) on aids used for teaching Home Science in Nairobi's primary schools, had some similar findings.

Misoy (1987) did a study on instructional materials used for teaching Geography in secondary schools in Kericho district in Kenya. She found that many schools had inadequate textbooks, reference books, maps, globes, atlases, wall charts, pictures and even lacked facilities like projectors.

Karingithi (1988) in her study found that, most of the schools lacked adequate supply of home Science textbooks. This was because the Kenya School Equipment Scheme never supplied the schools with the textbooks. Lack of textbooks and other learning materials and unprepared teachers who teach without schemes of work and lessons plan, were some of the major problems postulated by Shiundu (1980) and Malusu (1985) in the teaching of CRE in Kenya's primary schools.

Azeb (1975) did a study on the use of community resources in elementary schools in Ethiopia. Her findings showed that most teachers used books assigned to the class as a source from which they obtained their instructional materials. She further found that most teachers did not explore different possible sources of instructional materials to supplement the one source they depended on. In conclusion, she emphasized the use of resources because they make education purposeful, challenging and child-centred. They also enable the pupils to think and to solve daily problems.

In Nigeria, research carried out by Onadiran (1981) revealed acute shortage of books, magazines, newspapers and audio-visual materials in most schools. These findings were irrespective of geographical location, type of boarding facilities or size of the student's enrolment. Lack of funds was one of the most acute problems and followed by lack of central planning for the school libraries.

In 1977, the Scottish Council for Education Technology sponsored a three year research programme in Scottish schools. The aim of this research programme was to find out more about the use and organization of teaching resources. One important finding was in the field of "Social Subjects" that is History, Geography and Religious Education. The findings indicated that schools teaching these subjects had a wide variety of resources. Such resources included photographs, films, charts, posters and multi-media kits. This research further revealed that books have continued to maintain a central place in the teaching process.

In support of findings in the Scottish schools, Tucker (1987, p.27) says that, 'even the most austere teacher is likely to employ a chalkboard and books'. He also observed that 85 per cent of money spent on Educational materials was used to purchase school books. He however confirmed that, although books were the most important learning resources, other types of

media are still being used regularly to support learning. Of the non-book materials, Tucker (1987), stated that,

...92.6 per cent of the schools used slides, 88.8 percent used maps. Periodicals were used by 83.1 per cent, transparencies used by 81.6 per cent, records used by 77.2 per cent, wall charts by 74 per cent, video tapes by 72.1 percent, filmstrips and slide tapes combined were used by 61.7 per cent. While pictures were used by 61.3 per cent of the schools, Television programmes used by 60 per cent, specimens used by 59.8 per cent and worksheets were used by 54.5 per cent (P.33)

This is an indication that there was availability of finance in the secondary schools making it possible for many teachers to acquire and make use of the learning resources.

In using the teaching and learning resources what matters most is the knowledge, creativity, energy and devotion of teachers who make the best use of whatever is available. The use of a range of instructional materials is highly recommended for purposes of instructing and reinforcing learning previously acquired. If the teacher, therefore sees media as a 'sine qua non' in the same way that they have for generations regarded textbooks, then there will be greater improvement in the teaching and learning process.

According to Report of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond (Kamunge Report (1988), teaching and learning materials should be planned and utilized in

the most cost effective manner. This helps in bringing about efficient provision of quality and relevance in education. The expansion of education and the desire to provide quality and relevance in teaching and learning has resulted in tremendous development and provision of education facilities, teaching and learning materials. The Ominde Report (1964) has called for more adequate supply of simple aids. These can be used successfully if the activity methods of teaching increases the demand for teacher made items.

Today many educators are faced by an ever-increasing range of resources and bombarded by conflicting views as to their educational effectiveness. Therefore for one to be able to use the resources most effectively, he has to know how to select the most appropriate one. Also knowing the sources of resources, how to improvise and how to store the resources is of utmost importance to both the learner and the teacher. As a result it becomes important to look at these factors in details.

2.2.1 Selection of learning resources

Choosing the most effective media from among many alternatives is one of the educational practitioners' most perplexing problems. This is because in any learning or teaching situation, there are a multitude of interactive factors which make the selection

process complex. Since nowadays, there is a wide range of such means from which to select the best of most appropriate medium, one of the main questions for every educationist has been postulated by Unwin and McAleese (1978). The question reads "What are the criteria used to decide the best or most effective medium for my purpose?" (P.499). Romiszowski (1968), has dealt in details the factors to consider when selecting learning resources. He summarizes these criteria as

the type of learning task, teacher's experiences in teaching (creativity, improvisation). Special characteristics of some students will directly influence the media to be used and practical constraints (economic status) (p. 56).

Therefore the selection of suitable materials to be used singly or in combination should be based on how well they can be expected to help students reach the specific learning goals.

Levie and Dickie in Travers (1973) found the nature of objectives as a major criterion to consider for selection of resources, while Unwin and McAleese (1978) found out that age does affect the choice of media. Their findings indicate that young children are unable to interpret depth cues in pictures. In contrast Levie and Dickie (1973) did similar studies but using older subjects. Their findings were that older people recall more from pictures than word stimuli. This shows that age does matter in the selection of learning resources.

Locatis and Atkinson (1984) give three primary participants who should be involved in making media selection decisions. These are "teachers or instructors, media specialists, learners and there may be others." (p.66). These are chosen because:

- (i) media specialists have the primary responsibility and must be given advice by classroom instructors and learners.
- (ii) the teacher is more knowledgeable about the needs and interests of the learners.
- (iii) the learner is able to provide information about media from which they learn best.

In support of Locatis and Atkinson's ideas, the Home Association for Childhood Educational International (1976), said that since teachers are familiar with the interest and needs of each student, they are in a unique position of selecting resources, making decisions about the most appropriate materials for students with greater economy.

2.2.2 Acquisitions and Improvisation of learning resources.

Acquisition is mostly concerned with the ordering and receiving of materials through purchase, rental, free loan, gift or local production. Careful selection of source guides facilitates the acquisition process.

Carlton (1968), says that the process of acquiring learning resources needed by teachers for

accomplishing their objectives does not require any technological knowledge. The favourable results of teaching and learning can be duly achieved through the use of simple and locally available materials.

Wales (1967), suggested that teaching aids should as far as possible be introduced from low-cost materials. They should also be made applicable to experiences and local needs of a school child. He also said that the development of teaching aids should be related to educational planning as a whole. He further asserted that for there to be adequate availability of instructional materials, teachers need to involve the pupils as much as possible in the preparation of such instructional materials locally.

In his study on community resources in Kenya's primary schools, Digolo (1986), found that most of the teachers made their own instructional materials. This means that they used local materials in the school environment to locally produce resources for instruction. The instructional materials are also produced by teachers during seminars and workshops through the help of curriculum and educational advisers. Teachers should know that in the improvisation process, children tend to respect and care for inexpensive materials, while they often abuse more expensive school equipment. Since each community has certain materials which are easily available to a resourceful teacher, then discovering and making use

of such resources is not only economical but highly meaningful for children.

Mukwa (1982), perceives resources as being able to help students improve learning. He says that teachers and students should be able to make full use of visual content of the textbooks such as charts, maps, graphs, pictures and diagrams. This is in an attempt of minimizing expenses and making full use of the available resources through improvisation. This means that teachers through their creativity should make their own simple materials for teaching to avoid unnecessary expenses.

2.2.3 Storage of learning resources

Storage of materials is very crucial to a running of a materials-centred classroom. Unless a storage and retrieval system has been carefully worked out, the students, cannot find the required materials, thus the usefulness of such materials will be curtailed. Storage of materials is also important in order to avoid buying some materials year after year and especially if the materials are to be used for a long period of time. Storage of materials could also ease the use of materials especially when in a hurry.

Walton and Ruck (1975) have given guidelines to be applied in storing resources. They say that,

- (i) All library materials should be stored together in one room or complex of rooms.

- (ii) Open display storage should be used for all materials whenever possible. Storage in drawers and cabinets should be reduced to a minimum.
- (iii) Flexible storage provides ease in interfiling classified items.
- (iv) When media must be stored in containers, transparent material should be used for packaging.
- (v) Materials should be in one clarified sequence to facilitate the subject approach and 'browsing'.

While Gordon (1977) wrote that,

... resources can be stored on open shelves for example film loops, reel-to-reel tapes, video tapes and eight millimeters to sixteen millimeter film. But although they can be stored like books, they cannot be browsed through the same way and must be carefully labelled with title and subject content (p.50)

But for security, Gordon (1977) adds that it is necessary to keep some items locked away especially if the school is used for other activities.

Other ways of storing resources is through the use of commercial storage facilities. Examples of such facilities are commercial racks and rails which can be used for hanging charts, maps and pictures, while mobile tray units can also be used for storing models specimen and realia.

Some researchers in this field of learning resources have looked at how the educational

institutions store their resources. Onadiran (1981) discovered that many schools in Nigeria had their professional materials located in the staffroom and some in the principal's office. In a similar study in Kenya, Wambua (1988) found that the textbooks in the colleges were kept in the college libraries and others in the store, while materials such as films and charts were kept at the college's learning resource centre. Therefore storage of learning resources differs from one institution to another.

2.2.4. The development of learning resource centres

The idea of learning resource centers is very recent in Kenya. There is evidence from the books that these centres originated from the developed countries and the idea spread into the developing countries. The development of learning resource centres has been discussed by many scholars among them Tucker (1987) who says that it is even impossible to state when the idea of a resource centre began. The theory of resource based -learning began to turn into reality with the penetration of audio-visual resources into education.

In the 1950s and 1960s, many "developed" countries saw a steady growth in the use of films and other media in conventional teaching. Tucker (1987)

says that, towards the integration of resource-based ideas. Many different practices, such as group work, discovery learning, learning by objectives, individualized learning to coalesce into and grow out of the idea of resource-based learning. (p.7)

This is an indication of a steady movement towards the resource centre and around the 1960s to the 1970s the resource centre concept emerged. and Switzerland, had

Walton and Ruck (1975) wrote about Malcolm's work at Codsall Comprehensive schools concerning the development of learning resource centres. They said that, over the last 20 years.

the intention behind the creation of resource centre is to operate and support educational thinking and curriculum development within the school and to enable the teachers, whatever the techniques to develop their professional skills more fully. (p.4)

The steady development of learning resource centres was accelerated by large projects such as Nuffield project in the United Kingdom, which produces new combinations of media. Tucker (1987) says that there were extreme cases such as the various "schools without walls" which treated the whole city or town as a resource. Most of the school incorporated the idea of having learning spaces which contained learning resources in the form of book and "non-book". The first of these centres were developed in old store cupboards with cut-away shirt boxes and corn-flakes packet as a filing system. In Britain, for example, schools such as Codsall Comprehensive which had gone a

long way towards the integration of the resource-based ideas became familiar sites in the early 1970s. This was because of their resource centres.

Tucker (1987) reported the findings of the Council for Educational Technology. These findings indicated that about 90% of the schools in countries such as Australia, Canada, Japan and Switzerland, had resource centres. By 1977 an estimated 85% of both secondary and primary schools had resource centres. This is a clear reflection of the importance given to resources over the last 20 years.

A resource centre must have certain attributes in order to be called a resource centre. It must have resources which are organized in a systematic way with a catalogue. It should also store a wide range of books, non-books, printed and graphic materials, audio-visual software and the apparatus needed for its use. In addition, resource centres should include space and equipment for the manufacture of learning materials.

The learning resource centres should be based on the concept that it is a place where learning occurs, rather than one in which learning materials are stored. Its function is to promote learning by making both materials and services available to the students. Douglass (1964) concerning the use of resources in a resource centre observed that,

the proper use of such resources in the resource centres provides an experiential background for the students, motivates learning and contributes to the attainment of education objectives (p.208).

Therefore a resource centre is a place for teachers and pupils, to plan and develop new materials as well as evaluate and select the most desirable of the existing materials for classroom use.

2.3. USE OF LEARNING RESOURCES IN CHRISTIAN RELIGIOUS EDUCATION

Crippen (1970) found that children learn only when their minds are stimulated. As a result it is the task of the teachers to continually stimulate their minds during the entire lesson. In order to accomplish this, the teacher must keep the children alert and involved in the teaching and learning process. The secret to good teaching is making use of a variety of teaching methods and learning resources in each lesson.

Pupils also learn more effectively through experience than by being told something by the teacher. There is truth in the statement, 'experience is the best teacher'. Children experience through the use of their senses, for example experiencing God's creation through sound, sight, smell and taste.

Through such experiences pupils learn many things. Crippen, further explains how teachers can lead the pupils in discussion. The following is an example of

how they can do it.

What do you hear that is part of God's creation? What can you feel that is part of God's creation? What can you smell that is part of God's creation? (p.22).

Such learning experiences are retained in the minds of children and help them to gain a more realistic understanding of God's creation and how they themselves fit in as part of God's creation.

Randall (1975) found that visual symbols could convey profound religious realities and truths in a richer way than words alone. She has further shown that, drawing, painting, sculpture, architecture have traditionally been among the most effective media of religious education thought for centuries. She recommends that teachers should make use of all these resources in the teaching of the subject. ✓

Feuter (1979) gave advice on how teachers could use the Bible creatively in the classroom. He said that since pictures motivate the students to express theological understanding and create interest, then teachers should make use of Bible cartoons. Bible cartoons according to Feuter are very useful in developing self-expression through Bible communication, for they need little equipment and can be reproduced in print or sound slide series.

Feuter continues to emphasize more on the use of audio-visual resources in teaching Religious

Education. He observed that, "the Biblical text read and studied in class come alive the moment students are invited to choose slides that may convey the intention of the original author..." (p.13).

The creative use of such slides series presupposes a real knowledge of visual symbolic communication. As such slide series become very useful in conveying the information necessary especially in understanding biblical text. Also archaeological, historical and ethnological data are conveyed best through the use of well prepared slide series and films.

Brennan (1978), has given popular reviews of media for use in teaching Christian Religious Education in secondary schools. He says that, "visual materials from religious bodies could be accommodated to fit the need of pupils in state schools" (p.27).

Such materials should be used because they stimulate pupils' thinking and understanding of the difficult concepts. For example maps although relatively small in scale for use in the entire class, are clear, informative and colourful for use in the teaching process.

Use of Music (audio) in Religious Education does create good moods and also enlarges the inner vision. As a result it becomes an important media. Music has been used throughout history to communicate biblical messages.

Grimmit (1973), reckoned, that with the development of a "Phenomenological" approach to the teaching of religion, films and tapes have assumed a much greater significance than ever before. A good film is one which is able to project into the classroom, something of 'feel' or atmosphere of a religion, as well as portraying its distinctive features. He further found that teacher made tapes are useful in presenting "stimulus" for development in the lesson. On the other hand, newspapers which relate specifically to such themes as the old and New Testament, church history or many others, provide a wealth of materials for teaching. This means that if the teacher is creative and innovative there is no area or theme in Religious Education which should be taught without a resource.

Alyen (1982), cited that on the work of teaching particularly Religious Education,

We all need help, we all need resource to draw, and we are assured that in using these aids or resources, we shall be able to achieve our goals. (p.14)

As a result, it becomes vital to use resources if the Religious Education goals are to be achieved. Feuter and Weigher (1983) further found that, pupils learn by doing and by making use of various media, for example biblical posters, radio, plays on cassette, comics and sketches. This means that if the students are active, they will be able to understand the lesson better through the use of different types of media.

Learning therefore becomes more effective if the learners make responses during the learning process or when they are actively involved in the lesson. This active participation can only be ensured by making use of the most suitable learning resources.

Sellick (1978) carried out an important investigation on the actual materials used for teaching Religious Education in secondary schools of North Yorkshire. Findings of the study revealed that few audio-visual aids are used and the most frequently used book was the Bible and the Longman's developing world series books. Some of the audio-visual aids used included television, radio, slides and filmstrips. Since the study was conducted in a different environment, its findings are not completely applicable to the Kenyan situation. It however provides base to assume a similar situation in Kenya.

Brennan (1978) gave a report of a small project among Religious Education teachers in the Irish Republic. This project involved a team of Irish catechetical experts in consultation with the classroom teachers. The results of the project revealed that textbooks used by both pupils and teachers were of great variety in texture, artwork and have highly commendable photography. Brennan argues that visual materials in posters and flannel graph packs could be of considerable value and relevance to the school teachers in the United Kingdom. He further

argues that if learning materials are to be used in the most effective way, there is need to establish a Religious Education Resource Centre.

SUMMARY

In this chapter the available literature covering most of the research studies, articles and publications related to the topic of this study were assessed. Evidence which has emerged from the review of literature shows that there is need to use learning resources in teaching Christian Religious Education. This is based on research findings and sound theories in this field. The importance of using resources in teaching has been presented from the technological and psychological perspectives. The review of literature shows that there were a few studies which were directly related to the present subject of investigation, but were conducted outside Kenya. As a result it was considered improper to project the results of these studies on Christian Religious Education learning resources in Kenyan secondary schools without conducting an actual field study to validate their findings.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0. INTRODUCTION

This chapter is concerned with the description of strategies and procedures used in the study. Specifically the section focuses on the population description and sampling, development of research instruments, administration of the instruments, procedures for data collection and data analysis plan. Since the research deals with determining the present conditions and status of the utilization of learning resources, descriptive survey design was used.

3.1. LOCATION OF THE STUDY

Since it was not possible to conduct the study in the whole of Kenya, Embu district was chosen as the study area. The District was chosen due to its familiarity and accessibility by the researcher. Embu district is one of the six districts in the Eastern Province, and it is the smallest of the districts. The district is bordered to the north by Meru District, to the east by Kitui. To the south lies Machakos District and to the west Kirinyanga District.

The district has six major rivers of which three, that is Thuci, Ruringazi and Tana form the district boundaries. Most of the district is covered by clay soils except a small area in Runyenjes division and part of Gachoka which are covered by loamy soils. Mountain soils are found in the areas around the slopes of Mt Kenya. The long rains come between March and May while the short rains from October to December. These geographical conditions make some parts of the district suitable for livestock keeping and agriculture. Crops grown in high potential areas include both food and cash crops.

The Economically useful minerals are found on the southern sides of the district. Some of the minerals include beryl deposits, garnets, magnetite and Mica deposits. These minerals occur in small quantities. Any attempts to venture into large mining activities would be uneconomical. Forest reserves are also found on the slopes of Mt. Kenya. They contain thick natural forests in the upper and lower highlands zones. The zones have the thickest of many valuable timbers and bamboo. These resources encourage economic activities, which places Embu District among the districts of high economic potential in Kenya.

3.1.1. Educational Activities in the District

At present there are 51 Secondary Schools in the District of which 18 are government maintained, 23,

Harambee assisted and 10, Private. Generally these schools have been performing well in the national examinations. This has been mainly due to the quality of teachers, most of whom are graduate teachers, Diploma holders and technical teachers. However schools in the upper region of Runyenjes Division where the climatic conditions are favourable, have more trained teachers than in the lower areas of Siakago and Gachoka Divisions. As a result the performance of schools in the upper zone is comparatively better than in the lower zone, which has a high number of untrained teachers.

The Kenya National Library Services in Embu ✓ operates a mobile library to provide services to areas from which the population cannot easily reach the library at Embu town. The extent to which this service is provided depends on the local circumstances in the hinterlands served. The nature of the roads is a major factor in that they determine the accessibility of the institutions served. Population concentration and the level of literacy are other major factors determining the services of the mobile library. Currently this service is concentrated in Secondary Schools, partly because these institutions provide a captive audience which justifies the costs of the service.

3.2. POPULATION DESCRIPTION AND SAMPLING

The study was conducted among secondary schools in Embu district. Secondary school teachers, Heads of departments, Curriculum developers, school inspectors and advisers, formed the backbone of the study population. Secondary school teachers were chosen because the effective utilization of resources mainly depends on the concern and the ability of classroom teachers to incorporate the resources in the teaching process. The part played by teachers is crucial because they are the ones who plan the lessons and evaluate them. Because of the teachers' central role in the selection of learning resources, it becomes imperative that classroom teachers form part of the study population.

The heads of the departments were used because they are able to provide adequate information, since they have a vital role to play in the influencing the utilization of learning resources. Through direct communication with individual teachers, staff, departmental, and school based curricular development meetings, they are exposed to several avenues of acquiring resources. School inspectors in particular were chosen because the effectiveness of media is confirmed both by teachers and by those charged with the inspection and supervision of education.

The research subjects were selected from a stratified random sample. All the 51 Secondary

Schools in the district were divided into 3 strata, that is Government maintained, Harambee Assisted and Private. The schools were randomly selected by using the blind-folding technique. This technique involved writing down all the schools according to the 3 strata. Each school was given a number. The numbers representing the schools were written on separate papers which folded and placed in separate containers, one for Government maintained schools, Harambee Assisted and the other for Private schools. A research assistant was then asked to pick 7 Government maintained, 8 Harambee Assisted and 4 Private schools, making a total of 19 secondary schools. These schools were evenly distributed and represent the study population. All the CRE teachers from the 19 Secondary schools were used. The total number of CRE teachers were 52, 35 females and 17 male, and out of 19 heads of the CRE departments 18 formed part of the sample. Curriculum developers were 4 in total. They were from the Kenya Institute of Education, Christian Church Education Association, Kenya Catholic Secretariat and the Seventh Day Adventist Church. Other subjects in the sampled population included 2 CRE Advisers and 2 CRE Schools Inspectors.

For the purposes of lesson observation, 12 schools were used in total, with 4 schools representing each category of schools. In each of the schools, one Form II and one Form III class was used.

These classes were chosen because, they were the classes which most teachers had taught for more than two years within the 8:4:4 system of Education. Teachers' experiences in teaching these classes made it possible for them to be able to use a variety of resources. The two classes also seemed to be more stable as compared to Forms I and IV. This is because Form IV is a busy class due to examination pressure. As for the Form I, the researcher did not expect the class to have settled, since the research was done in January and February, when the students were still reporting. 24 lessons were supposed to have been observed. Out of 24 lessons only 23 were observed.

3.3 THE DESCRIPTION OF RESEARCH INSTRUMENTS

According to Borg and Gall (1983), data collection tools are used in survey research to obtain standardized information from all subjects in the sample. Data for this study were collected by use of four instruments:

1. Two types of questionnaires were used. One for all the CRE teachers and the other for the Heads of all the Christian Religious Education departments.
2. Lesson observation schedules for Form II and III, and a checklist, for all the 19 schools.
3. Interview schedules for CRE advisers, curriculum developers and school inspectors.

4.1e Instrument used for analysing CRE main textbooks.

3.3.1 Teachers Questionnaires

3.3.2 The main purpose of using CRE teachers questionnaires was to find out the following:

1. the types of resources used for teaching CRE,
2. the selection of learning resources,
3. the factors which hinder effective use of such resources,
4. the quality and suitability of textbooks.

This instrument was divided into four main parts. One part was on the general information of teachers, the other on the types of resources used, the third part on the selection of resources, the fourth on the analysis of CRE main textbooks. It had both open and closed items. The open items were 6, while the closed items were 12. The total number of items was 18 (see Appendix A).

The questionnaire for the Heads of CRE departments was used to find out the following:

1. resources available in schools,
2. how the resources are acquired,
3. the factors hindering the effective supply and acquisition of resources.

The instrument had two major parts; one on the availability of resources, and the other on the acquisition and improvisation of resources. There were both open and closed items. The open items were 8,

while the closed items were 18. Total number of items was 26(see Appendix B).

3.3.2 Lesson Observation Schedule

Direct observation is the only means there is for evaluating some aspects of learning and development. It also offers supplementary information for other research instruments. According to Gronlund (1985) such aspects of work habits such as use of equipment and use of resources require observational research. The recording of the observations was made more simple and accurate as required by Borg and Gall (1983) by providing a checklist. Further, Gronlund has named checklists as a tool of observational research. To him it is a method of recording whether a characteristic is present or absent, or whether an action was or was not taken.

The observation schedule was used for the following reasons:

1. to determine the resources used in the live Christian Religious Education lesson,
2. to find out the purpose for which learning resources are used by the students and teachers,
3. to find out the resources available in schools.

This instrument had 4 parts. One part was on the preparation of the lesson, the other part was on the types of the resources used in the live CRE lesson and the purpose for which learning resources are used by

the students and teachers. Most of the items were closed to allow the researcher to observe accurately. They were 14 in total. A checklist was also used to find out the resources available in all schools. (see Appendix C).

3.3.3 Interview Schedules

The interview schedule was constructed for the purpose of conducting personal interviews with important respondents who are well informed in the teaching of the subject. The instrument was used due to its flexibility. Findings from this instrument were used to enhance data collected by means of questionnaires and the observation schedules. This instrument was for the curriculum developers, CRE advisers and School Inspectors. It had two main parts. One part was on the general information, the other part was on the types of resources used and the factors hindering the effective use, supply and acquisition of resources. All the items were open and were 11 in total (see Appendix D).

3.3.4 Instrument for analysing the quality of main CRE textbooks

One of the objectives of the study was to find out the quality and suitability of the basic Christian Religious Education textbooks. To be able to achieve this objective, the researcher adopted and modified the criteria used for reviewing books by the Kenya

Institute of Education. The instrument containing the criteria was modified in order to make the analysis more objective to the study, and also to make it possible for the teachers to respond easily. Some of the criteria in the instrument were left out, and only 10 out of the 13 different types of criteria were used.

To be able to understand how the instrument was used, the researcher found it necessary to give a short description of what was required in each criterion used for analysing textbooks. They were discussed under three different subheadings, suitability of material, illustrations and production.

(a) Suitability of Materials

(i) Syllabus Coverage

The main emphasis here was on whether the books had covered the syllabus topics adequately. In some cases the book might have left out some topics which are in the syllabus or other times discuss topics which are not in the syllabus. For the teachers to be able to achieve the syllabus objectives, syllabus topics must be well covered in the book.

(ii) Sequencing of topics (materials)

Materials in the book are supposed to follow those ones in the syllabus systematically. This means that materials in the book should be in the same order

as those ones in the syllabus. For example, a topic in Unit 4 of the syllabus should be discussed in Unit 4 of the book.

(iii) Consistency of Material

The main emphasis here was on the achievement of national curriculum objectives. Materials in the book were supposed to be in line with the national curriculum objectives. The six national goals of education are national unity, national development, individual development and self-fulfillment, social equality, respect and development of cultural heritage and goal of promotion of international consciousness.

(iv) Accuracy of the Content.

This criterion tried to check whether the content in the book was up-to-date and relevant for that particular class.

(v) Pupils Activities

These are learning activities through which desirable learning outcomes are expected to take place. Such activities include reading passages, writing or listening. The books are supposed to have enough activities which are well-graded for the students.

(vi) Appropriate Language

Language used in the books is supposed to be appropriate for that particular class for the students to be able to understand and interpret the contents easily. The authors of the books should therefore avoid difficult words, vocabulary or phrases which can mislead the students and the teachers.

(b) Illustrations

Under this criterion, the main emphasis was on whether the illustrations are adequate, relevant and contribute to the learning process. Illustrations could be pictures, maps, graphs, figures, charts and any other visual aids which can be printed in a book.

(c) Production and Design

(i) The main concern here was to look at the writing in the book, finding out whether it was legible for students and teachers to read with minimum difficulty. The researcher also looked at the size of the writing, whether it was so small that the user of the book had to strain the eyes.

(ii) Durability of binding

The main concern here was to look at the binding of the book whether it was durable or not. There was also the need to check on the durability of book covers and whether the covers are able to protect the

book from getting worn out

(iii) Quality of papers

The researcher looked at whether the paper used was of the best quality for the book.

Teachers using the two basic textbooks mentioned earlier in the discussion were asked to respond to the criterion discussed above as a way of analysing the quality and suitability of the books. Teachers' comments were graded either positive or negative. A positive response signifies that the book was of high quality. A negative response signifies the book was of low quality.

3.4 PILOT STUDY

Although most of the items in the research instruments were adopted from various studies, there was a need to conduct a pilot study. The study was carried out due to the following reasons:

1. to determine the extent to which the instruments would provide the type of data anticipated.
2. to find out if any of the items in the research instruments was ambiguous.

After the instruments were field tested, the data obtained were used to refine the instruments. Some items were excluded and new items introduced. Those found to be ambiguous were modified. After further consultation with the supervisors and experts in the

research works, the tools used in the study were finally obtained. These were made ready to use in the present study.

3.5 PROCEDURE FOR DATA COLLECTION

Permission to conduct research was first sought from the office of the President, after which the researcher had to contact individual Schools. This was done through the use of letters which were posted to schools before the actual date of the visit(see Appendix E). During the visit to the schools, the research subjects were first identified and the purpose of the study explained to them. For the schools where live CRE lessons were to be observed, arrangements were made using the school timetable. After all the lessons were observed, teachers were asked to fill in their questionnaires. They were given enough time to do this.

After all the questionnaires were collected there was need to consult interviewees in order to make arrangements on the most convenient time for the interview schedules. This was done through the use of letters (see Appendix F). The purpose of the interview was explained to them in the letters to enlist their cooperation. During the interview the researcher took the most relevant information in a notebook. Data collected was put together for data analysis procedures.

3.6 DATA ANALYSIS PLAN

Data collected was analyzed manually by the use of descriptive statistics, that is frequencies and percentages. Tallying was first done to determine the number of respondents to each variable. Tables were used to present the findings. A brief discussion basing all arguments on information from the table were recorded. The data from the interview schedules that could not be quantified was used to supplement data from the questionnaires and lesson observation schedules. A detailed analysis of the data collected by the use of the four instruments is presented in chapter four of the study.

The majority of the teachers (67.3%) were female and (32.7%) were male. This is an indication that GRE in secondary schools are taught mostly by female teachers. These teachers had different academic qualifications. A majority of them (70.1%) had attained the East African Advanced Certificate of Education or Kenya Advanced Certificate of Education, while 22 (42.3%) had University degrees. This is an indication that teachers had adequate academic background to be able to teach in secondary schools.

The present educational system lays more emphasis on the need to have teachers with integrity and high professional standards. Secondary school teachers in Kenya have backgrounds quite different from each other in terms of professional qualification and experience. The differences in professional

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 INTRODUCTION

The purpose of the study was to investigate the utilization of learning resources for Christian Religious Education (CRE) in secondary schools. To be able to fulfil the objectives of the study, data collected were analysed and are presented in this chapter.

4.1 CHARACTERISTICS OF THE CHRISTIAN RELIGIOUS EDUCATION TEACHERS IN SECONDARY SCHOOLS

The majority of the teachers (67.3%) were female and (32.7%) were male. This is an indication that CRE in secondary schools was taught mainly by female teachers. These teachers had different academic qualifications. A majority of them (57.7%) had attained the East African Advanced Certificate of Education or Kenya Advanced Certificate of Education, while 22 (42.3%) had University degrees. This is an indication that teachers had adequate academic background to be able to teach in secondary schools.

The present educational system lays more emphasis on the need to have teachers with integrity and high professional standards. Secondary school teachers in Kenya have backgrounds quite different from each other in terms of professional qualification and experience. The differences in professional

experience affects the teaching effectiveness. Results from the study showed that 39 teachers (75.0%) were trained graduate. These teachers were expected to be competent enough to be able to handle their teaching roles with greater flexibility and confidence. They were also expected to be more resourceful than the untrained graduate teachers. Due to the high enrolment of students in the secondary schools, schools had been forced to employ untrained graduate and non-graduate teachers.

The study also looked at the teaching experience of the secondary school teachers. These teachers had different years of teaching experience as is shown in Table IV.1.

Table IV.1

Teaching Experience of the Teachers

DURATION OF TEACHING IN YEARS	N = 52	%
0 - 2	16	30.8
3 - 5	21	40.4
6 - 9	15	28.8
TOTALS	52	100.0

Table IV.1 shows that about 37 (70.0%) of these teachers had over 3 years of teaching experience. This teaching experience is long enough to allow teachers to make use of a wide variety of

resources in teaching the subject.

4.1.1 Teaching Load

The effectiveness with which a teacher teaches his subject is to a great extent dependent on how much work he or she has to prepare for the lessons to be taught. In the teaching profession and especially in secondary, primary schools and colleges teachers are expected to prepare schemes of work and lesson plans for all subjects and lessons that they will teach. It can be said that a teacher who has many lessons to prepare, may not be effective enough in his work especially in preparing teaching aids. Such teachers might be forced to neglect some subjects that they do not consider important or teach them ineffectively. The workload of these CRE teachers is shown in Table IV.2.

Teachers' Workload

LESSONS PER WEEK	N = 52	%
< 15	4	7.7
16 - 20	11	21.2
21 - 25	28	53.8
> 25	9	17.3
TOTALS	52	100.0

From Table IV.2 it is evident that the majority of the teachers (80.0%) taught over 21 lessons per week, an average of about 5 lessons a day. Further results from the heads of departments revealed that out of the 18 schools, 11 (61.0%) had more than 3 Christian Religious Education teachers, yet in most of these schools only 8 (44.4%) had 2 teachers teaching the subject. This means that most of the CRE teachers did not teach the subject and had been absorbed in other departments, thus increasing the workload of the few Christian Religious Education teachers. The teacher's load does not only reflect the teaching of CRE, but also other subjects taught in schools. Many of these teachers combined the teaching of CRE with other subjects as was found in the study. The most common subject combinations were History, Social Education and Ethics, English (Literature and Language), Geography, Kiswahili, Physical Education. This workload did not give teachers enough time to interpret and implement the syllabus. As a result teachers found it difficult to look for or make adequate resources.

4.2 THE RANGE OF LEARNING RESOURCES AVAILABLE IN SCHOOLS

The Ministry of Education has urged all the primary and secondary schools, and also teachers colleges to make use of resources in the teaching of all subjects in the school curriculum. Such

institutions were expected to have a wide range of these resources from which students and teachers could select the most suitable material for use.

From the data collected, 16 (88.9%) heads of CRE departments revealed that their schools had inadequate supply of audio-visual aids. Further results from the live CRE lessons indicated that a majority of the schools faced an acute shortage of audio-visual aids. However 11 (61.1%) heads of CRE departments reported that their schools had adequate supplies of the main CRE textbooks and supplementary textbooks. Data collected revealed that, chalkboard, bulletin board, exercise and notebooks and syllabus are some of the most common resources available in schools. Other resources are not common as is shown in Table IV.3.

Slides	8.3
Radio Cassette	10.3
Filmstrips	21.7
Icons/Statues	10.5

Results from Table IV.3 show that most of the schools had God's People Series and other supplementary books. But looking at the audio-visual resources available, results revealed that most schools did not have these resources. This fact was reinforced by curriculum developers and school inspectors who lamented that although such resources

had been recommended for use; they were available in most schools. Table IV.3

more at Learning Resources Available in Schools

RESOURCES	N = 19	%
God's people series by CCEA and KCS	18	94.7
Supplementary texts	18	94.7
Newspapers/Magazines	14	73.7
Maps	10	52.6
Christian Religious Education Series by Groenewegen and Githige	9	47.4
Christian Religious Education series by K. I. E.	9	47.4
Pictures	8	42.1
Globes	8	42.1
Posters	6	31.6
Slides	5	26.3
Radio Cassette	5	26.3
Filmstrips	4	21.1
Icons/Statues	2	10.5

INFORM Results from Table IV.3 show that most of the schools had God's People Series and other supplementary books. But looking at the audio-visual resources available, results revealed that most schools did not have these resources. This fact was reinforced by curriculum developers and school inspectors who lamented that although such resources

had been recommended for use, they were not available in most schools. The few schools which had better and more audio-visual aids were the Government maintained and private schools under the Catholic church.

Harambee assisted schools lacked most of these types of resources because they had other more pressing demands, such as construction of laboratories, workshops and home science blocks. The present private schools owned by the Churches are able to get donations from their mother countries, especially from America and Italy.

It is difficult for teachers and students to know whether certain resources exist in school or in the market, unless they are informed. Data collected from the study showed that teachers and students were made aware of the recommended resources through the use of various information channels. This is shown in Table IV.4.

Table IV.4

Information Channels on the Existence of
New Learning Resources in the Market

INFORMATION CHANNELS	N = 18	%
Publishers	16	88.9
Circulars from the Ministry of Education	7	38.9
Newspapers/Magazines	3	16.7
Inservice Courses	0	00.0
School Inspectors	0	00.0
Headmaster	0	00.0

Data from Table IV.4 show that 16 (88.9%) heads of CRE departments were made aware of the existence of new learning resources in the market, especially textbooks, by the publishers.

The report from the curriculum developers and School Inspectors showed that the Ministry of Education recommended textbooks which are published by the two state firms that is Jomo Kenyatta Foundation (JKF) and the Kenya Literature Bureau (KLB) as the required textbooks, while other books published by other firms on the same subjects are regarded only as supplementary reading. This has been a great concern among publishers. The researcher felt that the Ministry of Education should stop preferring books by the Jomo Kenyatta Foundation and the Kenya Literature Bureau as superior to what other publishers produce. The Inspectorate should therefore be in a position to give a rational recommendation of books because there is no single book that can satisfy the syllabus in any subject.

Table IV.4 also indicated that only 7 (38.9%) heads of CRE departments were informed about resources through circulars from the Ministry of Education. Other reports from the curriculum developers, Christian Religious Education Advisors and Inspectors revealed that publications like the Christian Journal of Religious Education and inservice courses were also used to inform teachers of the existence of new learning resources in the market. It is unfortunate

that heads of CRE departments had not attended any inservice course and yet reports from the National CRE Concerning Learning Resources Inspectors indicated that such courses are organized at the National, Provincial, District and Divisional ISSUES levels.

Departmental meetings are important fora to Improvisation of Simple Materials discuss issues affecting the utilization of learning CRE Schemes of Work resources. They are easy to organize because they are Effective Use of Community Resources held within the school and usually when teachers are CRE Syllabus free from class. Results from this study revealed Textbooks to buy for CRE that only 8 (44.4%) heads of CRE departments ISSUES organised departmental meetings in schools. Six heads of CRE departments (33.3%) indicated that they held ISSUES departmental meetings once per term. These meetings are not enough to allow teachers' adequate time to discuss their issues. Some of the important issues discussed in these departmental meetings are shown in Table IV.5. improved. These are all able to

improve the quality of resources available in schools and also increase the supply of the resources.

4.3 ACQUISITION OF LEARNING RESOURCES

Schools in Ebatu District are situated in different educational zones, with different ISSUES conditions and economic activities. Schools in the upper educational zone are in the high potential area in terms of agriculture, livestock keeping and forest reserves. Schools in the lower educational zone have

Table IV.5

Issues Discussed at the Departmental Meetings
Concerning Learning Resources

ISSUES	N = 18	%
Improvisation of Simple Materials	8	44.4
CRE Schemes of Work	7	36.9
Effective Use of Community Resources	5	27.8
CRE Syllabus	4	22.2
Textbooks to buy for CRE	4	22.2

Results from Table IV.5 indicate that 8 (44.4%) heads of the CRE departments held departmental meetings to discuss how to improvise resources using simple locally available materials. Other heads of CRE departments held discussions on how CRE schemes of work can be improved. These are all attempts to improve the quality of resources available in schools and also increase the supply of the resources.

4.3 ACQUISITION OF LEARNING RESOURCES

Schools in Embu District are situated in different educational zones, with different climatic conditions and economic activities. Schools in the upper educational zone are in the high potential area in terms of agriculture, livestock keeping and forest reserves. Schools in the lower educational zone where

the climatic conditions are not favourable suffer due to drought and famine. Due to these adverse conditions, the schools in this lower zone face acute problems in curriculum implementation. For example the implementation of the 8:4:4: system of Education had been a real problem to them because they lacked essential facilities such as laboratories and workshops for teaching applied subjects. The state of the economy in schools limited the acquisition of resources.

Schools had tried to acquire the resources using various ways. This is shown in Table IV.6.

Table IV.6

Ways in Which the Schools Acquire Learning Resources

WAYS OF ACQUIRING	N = 18	%
Buying	17	94.4
Donations	8	44.4
Made by the Teacher (improvisation)	7	38.9
Made by Students (improvisation)	3	16.7
Borrowed	3	16.7

From the responses in Table IV.6, it is clear that majority of the schools, 17 (94.4%), bought their learning resources, for example books, maps, magazines and newspapers. This was made possible by the

economic activities of the district especially the schools in the upper educational zone of Runyenjes Division. Eight schools, (44.4%), got their resources from donors. These were mostly the Catholic sponsored schools and the former church schools. The donors were the Catholic Secretariat in Nairobi and foreign countries especially America and Italy. Examples of resources got from the donors include filmstrips, Slides, Icons, Pictures, Statues, and overhead transparencies.

Only 3 schools (16.7%) borrowed resources especially books from the Kenya National Library in Embu town. Although the library offers free services it was used by very few schools. There was also a mobile library, particularly meant for secondary schools, yet many schools did not make use of such facilities. This was because the library went to schools near the town due to the poor roads in the outskirts of the town. Data from the probe questions with the teachers and Heads of CRE departments showed that due to the distance between the schools and the Library in Embu town and lack of time, schools were unable to visit the library.

Of late the issue of textbooks has been a very controversial one, especially on the provision of such books to the students. Some commercial publishers and teachers have been forcing parents to buy books which

have not been recommended for use in schools by the Ministry of Education. Teachers have even gone to an extent of blackmailing parents that unless they buy books from certain publishers and bookshops their children would not do well in the examinations. It thus became important to find out those involved in providing students with the textbooks. The information in Table IV.7 shows the sources of students' textbooks.

Table IV.7

The Source of Students Textbooks

SOURCE	N = 18	%
Both the School and Parents	10	55.6
Parents	6	33.3
The School	2	11.1
TOTALS	18	100.0

Data from Table IV.7 show that 10 of the schools, (55.6%), got their student's textbooks from a combined effort of the parents and the schools. This is in support of what the Ministry of Education has recommended that Parents Teachers Association should take the responsibility of buying textbooks according to their financial status. But then not all

the parents can afford, meaning that some students are likely to stay without textbooks. At the same time if the Parent Teachers Association runs short of funds, then it will be difficult for either the parents or the schools to afford textbooks for the students on their own.

In getting these resources, teachers and parents are supposed to be assisted to ensure that they are buying the right type of resource especially textbooks. Data collected revealed that 11 (61.1%) schools used heads of CRE departments to help either teachers, parents or students in acquiring resources while 5 (27.8%) of the schools used headteachers. It is unfortunate that CRE Inspectors and Advisers, and also Kenya Institute of Education representatives at the district do not play a significant role in helping teachers, parents and students to acquire learning resources. Yet, reports from the Curriculum developers and School Inspectors at the National level revealed that one of their main duties is that of promoting and maintaining standards of teaching the subject in schools teachers colleges. In fact they should be in a better position to assist teachers acquire adequate learning resources.

Through improvisation, teachers and students are able to make use of a wide variety of locally available materials from the school environment, which are cheap to develop. Data collected indicated that

the majority , (66.7%), of the schools had an access to school-based prepared resources. Some of the resources prepared in schools included magazine cuttings, diagrams, maps, charts, posters, writing of plays and research papers which the students had presented in class. Students and teachers also identified resource persons and collected real things (realia). CRE material development mainly involved teachers and a few students.

Research evidence showed that 12 (66.7%) of the schools held most of their meetings in the school compound to discuss issues concerning the production of learning resources. The other meetings were held in the Church building (Church hall) as was reported by 6 (33.3%) of the heads of the CRE departments.

The Kenya Institute of Education is an important agency which designs, produces and disseminates support materials for the syllabi it develops. It also organizes meetings for teachers, but teachers in Embu District seem not to have had an opportunity to attend material development meetings at the Institute. This could be due to the fact that the teachers in the district had not been made aware or informed of the existence of such meetings. Most probably also, the Kenya Institute of Education had not made any efforts to invite teachers to such meetings.

Close investigations with the heads of CRE

departments revealed that the present Teacher Advisory Centres serve primary and teacher training colleges. It is unfortunate that such centres had not been established to give services to secondary schools. Yet such centres are supposed to produce materials which are more appropriate for the adaptation of education to community needs and realities. Lack of such a forum for exchanging ideas may have negatively affected the rate of utilization of resources. This could also be one of the reasons as to why the quantity and quality especially of the audio-visual resources in schools is inadequate.

4.3.1 Factors Hindering the Effective Supply and Acquisition of Learning Resources

There are many social and economic problems in schools related to the supply and acquisition of learning resources.

- (i) From the responses, 13 (72.2%) heads of CRE departments reported that lack of funds was a major economic problem hindering the effective supply and acquisition of learning resources. Although Embu District is relatively rich, many schools tended to concentrate more on the provision of the most essential requirements for the 8:4:4: system of Education. To many schools the acquisition of learning resources was not a priority in the present system of Education.

- (ii) About 10 (55.6%) heads of CRE departments complained of the distance between the schools and the Kenya Institute of Education being too long. This made it difficult for the teachers to even borrow the resources available from the Institute.
- (iii) Eight (44.4%) heads of CRE department complained that there was lack of fora which could be used to give directions on how to improvise locally available materials in order to increase the supply of resources.
- (iv) Lack of guidance on the materials to buy, borrow or to make for a particular topic was another factor hindering the effective supply and acquisition of resources. This was reported by 7 (38.9%) heads of CRE departments who did not have the Kenya Institute of Education Teachers Guide book.
- (v) About 6 (33.3%) heads of CRE departments reported that some of the resources recommended in the Teacher's Guide book were not available at all. Such resources included audio-visuals like filmstrips and slides.
- (vi) Some topics in the syllabus were too remote. This means that events in some topics happened outside Kenya. Therefore it becomes difficult to get examples and resources related to them. The few resources available for such topics in

Kenya were too expensive. This was reported by

4 (22.2%) heads of CRE departments.

Out of these problems, heads of CRE departments, curriculum developers, CRE Advisers and Inspectors had the following opinions:

- (i) About 13 (72.2%) heads of CRE departments reported the need to look for ways of subsidizing school funds. For example supplementary funds can be obtained from contributions by Parents Teachers' Association, Board of Governors and by students working in teams through group activities such as staging plays. Heads of CRE departments reported of a need to establish a compromise between the Government and Publishers to ensure that materials are in economic reach of the schools. Curriculum developers felt the need to encourage teachers and students to improvise resources, since such resources do not involve a lot of expenses.
- (ii) Eight heads of the CRE departments (44.4%) reported the need to expand the present Primary Teacher Advisory Centres to provide facilities for secondary schools. Such a forum could be used as a base for giving teachers directions on how to improve the production of locally available materials by the Inspectors and Advisers in an attempt to increasing the

resources.

- (iii) The Kenya Institute of Education should be in a position to assist schools in getting adequate resources by lending them what they have. This was reported by 7(38.9% heads of CRE

department. Curriculum developers and school inspectors said that, the Kenya Institute of Education should take a leading role of providing schools with the necessary resources and especially CRE Teacher's Guide book.

- (iv) Curriculum developers reported the need to have school inspectors visit schools more often to make sure that such schools have the necessary and adequate learning resources, especially the curriculum support materials from the Kenya Institute of Education. All schools should therefore have the Kenya Institute of Education Teacher's Guide book for CRE which is a very essential document in the teaching of CRE.

Effective inspection of the subject requires that there be Inspectors at the district levels specifically for the subject instead of relying on the general inspectors. Such general inspectors may not be very keen and conversant with what goes on in CRE since this is a highly specialized subject.

- (v) Ten other heads of the CRE the departments

(55.6%) reported the need to decentralize the Kenya Institute of Education so that they have representatives at the district levels to help schools acquire adequate resources.

4.4 SELECTION OF LEARNING RESOURCES

The expansion of education in Kenya and the desire to provide quality and relevance in learning has resulted in tremendous development and provision of educational facilities, equipment and learning materials. The wide variety of resources available today in the market, has facilitated the need to select the most appropriate resources to be acquired and used. Table IV.8 shows the various parties involved in the selection of most appropriate resources as revealed by CRE teachers.

Results from Table IV.8 indicate that the CRE teacher seemed to be playing an important role in the selection of learning resources. By selecting materials, a teacher is in a position of providing optional materials for the students according to their level of understanding. The teacher who is the coordinator of the learning resources, has a wide variety of materials from which to choose. That is why the duty of selecting resources should be in the hands of the classroom teacher. Since teachers need guidance and advice in the selection procedure,

Table IV.8

Parties Involved in the Selection of Learning Resources

PARTIES	N = 52	%
CRE Teacher	46	88.5
Head of CRE Department	35	67.5
Curriculum developer	9	17.3
Headteacher	7	13.5
Student	6	11.5
Advisor	4	7.7
CRE Inspector	3	5.8
Publishers	1	2.0
School Community	1	2.0

Results from Table IV.8 indicate that the CRE teacher seemed to be playing an important role in the selection of learning resources. By selecting materials, a teacher is in a position of providing optional materials for the students according to their level of understanding. The teacher who is the coordinator of the learning resources, has a wide variety of materials from which to choose, that is why the duty of selecting resources should be in the hands of the classroom teacher. Since teachers need guidance and advice in the selection procedures,

curriculum developers, CRE inspectors and advisers should all work together with the teachers.

The selection of learning resources requires guidelines and a set of criteria in order to procure the most appropriate materials. There should be some clear general principles which need to be applied in the selection of the materials. Table IV.9 gives a set of criteria which teachers used in selecting learning materials.

Table IV.9

The Criteria Used by Teachers in the Selection of Learning Resources

CRITERIA	N = 52	%
Course Objectives	42	80.8
Nature of Subject content	37	71.2
Coverage of Syllabus topics	34	65.4
Time available	34	65.4
Ease of availability	30	57.7
Cost	28	53.8
Age of students	18	34.6
Class size	16	30.8
Ease of usage	3	5.8

Table IV.9 shows that 42 (80.6%) of the teachers considered course objectives as the most

important criteria in selecting learning resources. Course objectives are important in planning a lesson because they help the teacher select appropriate learning experiences. They also give teachers standards for evaluating student's progress. When the teacher is clear about what he wants his students to achieve, he will be able to derive increased satisfaction from his work. Thirty seven (71.2%) of the teachers considered the nature of subject content as an important criterion in the selection of learning resources. Subject content is supposed to deepen the student's knowledge, attitudes and skills. Knowing the type of content to be taught is very important if the teacher has to choose appropriate learning resources.

Ease of usage is another important criteria to be considered in the selection of learning resources, yet results show that only 3 (5.8%) of the teachers used it. This is an indication that very few teachers considered this criterion as important, yet it is impossible to select appropriate learning resources, if one does not know how to use it.

About 16 (30.8%) of the teachers considered class-size as an important criteria to consider when selecting learning resources. Experience has shown that today in Kenya, the number of students per class has tremendously increased. Use of visual aids such as charts and pictures largely depends on class-size.

This is because if for example the class is small, then such resources can easily be used by passing them round the class. But if the class is large, sophisticated gadgets like projectors may be used. But with a small class it is possible for the students to sit close to the teacher so that they can see the chart clearly even though it might be written in small letters. It therefore, becomes important for teachers to consider class-size when selecting resources.

4.5 TYPES OF LEARNING RESOURCES USED FOR TEACHING CRE IN SCHOOLS

It is important to note that, although there are different types of resources in the market and in schools, not all of them are used for learning purposes. Teachers and students are therefore, forced to select the resources by using a set of criteria already discussed. These resources include textbooks recommended by the Ministry for Education, and those books recommended as supplementary texts. Other resources are audio-visual and community resources.

4.5.1 Most Frequently Used CRE Textbooks

There are some main textbooks which have been recommended by the Ministry of Education for use in all the subjects offered in schools and colleges. For CRE, the recommended textbooks are those produced by KIE, namely a set of teachers' guides and a set of student textbooks. But the Ministry has on the advice of KIE, also recommended some other books to be used as supplementary texts. The list of recommended textbooks and recommended supplementary

texts is shown in Table IV.10.

Table IV.10

The Frequency of Use of Recommended Textbooks and
Supplementary Texts

CRE TEXTBOOKS	N = 52	%
God's People series by CCEA and KCS	52	100.0
The Bible	52	100.0
CRE series by Groenewegen and Githige	46	86.5
CRE series by Kenya Institute of Education (Teachers Guide Book)	20	38.5

By the time of this research, the recommended CRE textbooks and supplementary texts used in secondary schools were;

- (a) God's People series written by Christian Church Education Association and the Kenya Catholic Secretariat, published by Oxford University Press.
- (b) Christian Religious Education written by Groenewegen and Githige, published by Longman Kenya Limited.
- (c) Christian Religious Education Teacher's Guide Book, written by the Kenya Institute of Education, published by Kenya Literature Bureau.

According to the information given in Table

IV.10 all teachers used Gods's People series and the Bible, as the main textbooks. Although CRE series by Groenewegen and Githige and CRE series (Teacher's guidebook) by the Kenya Institute of Education, were used, they were not as popular as the God's People series. The Teacher's guide series written by the Kenya Institute of Education was used by only 20 (38.5%) of the teachers. This situation raises some issues since this book is meant to be the main guide for teachers, and yet a 32 (61.5%) of them were not using the book. Some of the reasons obtained from the teachers, curriculum developers, CRE Advisers and Inspectors to explain the situation were as follows:

- (i) The Kenya Literature Bureau did not take time to advertise their books to schools. As a result it became difficult for teachers to know of any new publication in the market.
- (ii) Some headteachers did not inform their teachers when they got circulars from the Ministry of Education. Teachers therefore found it difficult to know what new books were in the market.
- (iii) Many teachers seemed to have a low opinion of the Kenya Institute of Education books. Many of the teachers argued that, such books were sub-standard and they did not discuss the various topics in detail.
- (iv) With frequent change of school textbooks,

circulars from the Ministry of Education reached some schools when the teachers had already bought other CRE books. By the time the teachers guide book was in the market, there were no funds in the schools left to purchase new books. This frequent change of textbooks was criticized by the Minister for Health, Mr. Mwai Kibaki, who called for consistency in school textbook choices (Rugoiya and Ogot, Daily Nation 14 February, 1990). Many scholars, find it odd for CRE or any other textbook to change every year. Such changes confuses the teachers, parents and students on the best book to buy and use.

4.5.2 Other Supplementary Books

Apart from the basic textbooks, teachers and students also used other supplementary books to enrich some topics in the main textbooks, which lacked detailed information. A list of supplementary textbooks is shown in Table IV.11.

Table IV.11 shows that African Philosophy by Nbiti, J. was the most commonly used.

book. Some teachers in Table IV.11

widely used A List of Other Supplementary CRE Texts

SUPPLEMENTARY TEXTBOOKS	N = 52	%
African Religions and Philosophy(Mbiti,J.)	22	42.3
Modern Christian Living (Sharkey)	14	27.0
African Traditional Religion (Mugambi & Kirima)	14	27.0
God Speaks to Men (Welch & Clements)	11	21.2
The Promise (Sharkey & Welch)	11	21.2
Christian Living Today (Chapman)	7	13.5
St. Luke's Gospel for Africa Today(Van Diepen)	6	11.5
Bible Commentaries	6	11.5
Introduction to African Traditional Religion (Mbiti, J.)	5	9.6
Encounter with Christ (Kingston)	5	9.6
God Meets Us (Levi & Kerre)	3	5.8
A Way Through the Bible (Cercoran)	2	3.8
Gold Medal: CRE (Diarmiud, D.)	2	3.8
The Living World of OT (Anderson)	2	3.8
Our Religious Heritage (Behemuka)	2	3.8
Bible Dictionary	2	3.8
Love and Marriage (Mbiti, J.)	2	3.8
CRE (Mulamula & Ryan)	1	1.9
Ethics in a Permissive Society(Baclays, W.)	1	1.9

Table IV.11 shows that African Religions and Philosophy by Mbiti, J. was the most commonly used

book. Some teachers indicated that the book was widely used because the African Traditional Religions Unit in the main textbooks was not discussed in details. Most of the other supplementary textbooks commonly used were for the former Christian Religious Education syllabus which are still relevant to the present syllabus.

4.5.3. Problems teachers encountered in teaching due to lack of adequate textbooks for the students

The severe shortage of textbooks in some schools led to various things happening.

- (i) Some of the teachers said that they found it difficult to give students assignments since the few textbooks available could not be used for homework.
- (ii) At times, teachers found it difficult to organize class or group discussions unless they made use of the handouts which were too expensive. Although the chalkboard could also be used, it consumed a lot of time. This was reported by 12(23.1%) of the teachers.
- (iii) Other teachers reported that the students lacked adequate knowledge on the topics covered. The students therefore tended to forget what they were taught within a short time since the books were not enough for revision purposes.
- (iv) Teachers also complained of students' poor

responses in class. The students could not even work ahead of the teacher since the books were not enough.

This led to slow learning of some students.

AUDIO-VISUAL RESOURCES

Efforts were made to try to overcome the above problems by the teachers. These are as follows:

- (i) Encouraging the students to make use of the Kenya National Library Services during the holidays by giving the students assignments.
- (ii) Equipping the school libraries by borrowing books from well-wishers and also raising funds to buy books.
- (iii) Photocopying work for the students.
- (iv) Organizing class or group discussions during student/teacher free time. This gives students opportunities to ask question on the areas they did not understand during the lesson.

4.5.4 Other resources

(a) Audio-visual resources

Audio-visual resources can be used to present students with more vivid experiences and this helps in reinforcing previous learning. Some of the audio-visual resources used in the actual classroom situation are shown in Table IV.12

Table IV.12

Types of Audio-Visual Resources Used for Teaching
Christian Religious Education

AUDIO-VISUAL RESOURCES	N = 52	%
Chalkboard	52	100.0
Newspapers/Magazines	38	73.1
Maps	27	52.0
Posters	22	42.3
Pictures	21	40.4
Noticeboards	19	36.5
Globes	7	13.5
Filmstrips	5	9.6
Slides	2	3.8
Radio Cassette	1	2.0

Table IV.12 shows that all the teachers used chalkboard. This was probably due to the fact that chalkboard was available in all the schools. Its availability in all the classes made it possible for the teachers to use it regularly alongside the lecture. Other most frequently used resources included, newspapers and magazines, maps and posters. Few, teachers made use of radio cassettes, slides and filmstrips. This was due to the pressure of work and also because few schools had such types of resources.

Use of the chalkboard by the teachers was

very encouraging because in all the lessons observed teachers used it in systematic and legible ways. This was because teachers used the chalkboard more often than any other visual aid, as a result they had some experience.

Results from the curriculum developers, School Inspectors and the subject Advisers gave some of the reasons as to why use of a wide range of visual resources was limited to a few schools. One of the reasons was due to the fact that some teachers tended to depend so much on published materials to support their lessons and not the unpublished local materials. Yet these published materials were not easily available. It was also reported that only schools in the urban areas afforded to use some audio-visuals because they had adequate facilities. Due to the inadequate use of a wide range of audio-visual resources, one curriculum developer lamented saying that Christian Religious Education is really handicapped in this particular area.

(b) Community Resources

Use of community resources in teaching enables the learners to understand and appreciate the world around them. Students are said to be highly appreciative of their environment. They usually make things out of local materials, bring the materials to school and ask questions related to the environment.

Use of such resources makes the lesson interesting and students become actively involved in the learning process. As a result students are able to understand the lesson better. Table IV.13 presents some of the community resources used for teaching Christian Religious Education.

Table IV.13

Community Resources Used For Teaching Christian Religious Education

COMMUNITY RESOURCES	N = 52	%
Resource Person	26	50.0
Church Buildings	17	32.7
Shrines	14	27.0
Museums	5	9.6
Statues/Icons	5	9.6
Realia (Real Things)	2	4.0

It can be seen from Table IV.13 that use of community resources was not very encouraging. However, there were attempts by 26(50%) of the teachers to use resource persons especially for topics in African Traditional Religion and Contemporary issues as was found from lesson observation schedules. Resource persons were mostly used during student/teacher's free time due to pressure from the

syllabus. Few teachers (4.0%) used real things, (realia) yet such resources make learning experiences more meaningful to the learners. Over reliance on published materials especially textbooks seemed to have distracted attention of the teachers from using the unpublished community resources which have the highest potential for the provision of relevant learning experiences. Lack of reference on the immediate environment meant that the subject is taught and learned in a "foreign" situation. Little learning can be expected to take place under such circumstances.

Data collected showed that all the graduate teachers in their training had been taught how to make use of resources in teaching CRE but it is unfortunate that they do not use a wide range of Audio-visual and community resources. This meant that there was something wrong with the teaching and learning environment.

4.6 THE PURPOSES FOR WHICH LEARNING RESOURCES ARE USED BY THE STUDENTS AND TEACHERS

Teachers and students use different types of learning resources for different purposes. These purposes help both the students and teachers to achieve the desired course objectives. The purpose for which the students used learning resources is shown in Table IV.14.

Table IV.14

The Purpose for Which Students use Learning Resources

PURPOSE	N = 23	%
Write notes	23	100.0
For expression	11	48.0
To do an exercise or assignment	8	34.8
Communicate ideas	7	30.4
Raise questions	3	13.0
Recall experiences	3	13.0
Dramatize a point	3	13.0
Correct misconceptions	1	4.3

The data revealed that in all the 23 lessons observed, students mostly used the learning resources for writing notes. Writing of notes was mainly from the chalkboard, and this encouraged rote-learning. Learning resources were also used for purposes of expression and for doing exercises as can be seen from Table IV.14. The low frequencies seen in other purposes was an indication of learning resources being used more by the teachers and yet, the students too were supposed to learn from these resources. The teacher is only supposed to give directions on how the resource should be used in order to achieve the established course objective.

In giving direction to the students, the teacher may use learning resources for various purposes. This can be seen in Table IV.15

Table IV.15

The Purpose for Which Teachers use Learning Resources

PURPOSE	N = 23	%
Introduce a lesson	22	95.7
Summarize	20	87.0
Revision	11	48.0
Illustrate a concept	10	43.5
Ask students to do an exercise	4	17.4
Recording purposes	4	17.4
Visual demonstration	3	13.0
Demonstrate a process	2	8.7

Table IV.15 shows that the majority of the teachers used learning resources for purposes of introducing and summarizing the lesson. In summarizing the lesson, the teacher wrote down the outstanding facts or the main points of the lesson which he wished to impart firmly in the students' minds. In introducing the lesson, the teachers wrote down new words and expressions explaining the meaning fully. This is important especially in regard to the use of visual aids. The fact that few teachers used learning

resources for purposes of visual illustration and for demonstration purposes is an indication of the low utilization rate of audio-visual resources especially filmstrips and slides in the actual classroom teaching. None of these resources were used in the actual lesson.

Learning resources could effectively be used if the teachers' considered the various models of teaching. The teachers' attitudes to these models depends on how well they understand the topics in order to be able to choose an effective resource to suit these models. If a teacher sees his main task as that of passing on information, he will think of himself as an active transmitter and the student as passive receiver. This would limit the use of learning resources only to the teachers. But the teacher who sees himself as a facilitator of learning, would favour models which encourages the students to be active. As a result, teachers and students would be in a position to make use of a variety of resources. This means that the effective use of resources will largely depend on the models teachers adopt in their teaching. Information of various models of teaching used by the teachers is shown in Table IV

16.

Teachers and students in schools do not use learning resources as adequately as they are supposed to. Many reasons have been given by teachers, curriculum developers, CRE inspectors and advisers and

Table IV.16

How Learning Resources are used in terms of Models of Teaching

MODELS OF TEACHING	N = 23	%
Whole class teaching	22	95.7
Individual teaching	19	82.6
Group teaching	1	4.3

Results from Table IV.16 show that most of the teachers used resources in teaching the whole class. Results discussed earlier on the type of resources used in the actual teaching of CRE, confirmed that chalkboard was the most widely used of the visual aids. This implies that in most cases, the teacher was the main transmitter of information. Individual teaching was also used where the students mostly made use of their exercise books. This means that the students remained passive since they were involved in taking notes from the chalkboard. Few teachers used group discussions and yet such discussions yielded useful learning results.

4.6.1 Factors hindering the effective use of learning Resources

Teachers and students in schools do not use CRE learning resources as adequately as they are supposed. Many reasons have been given by teachers, curriculum developers, CRE inspectors and advisers and are

presented below.

- (i) About 47(90.4%) of the teachers complained of the syllabus being too wide, which hindered the effective use of the few available resources.
- (ii) Teachers also complained that duration of the CRE lesson is too short, and the 40 minutes given to each lesson is always limited to normal teaching time which is not enough for the use especially of resource persons. This meant that if a person had to be invited, it had to be either after the lesson, usually in the evenings. Also with examination pressure, teachers said that they had to employ less time consuming teaching strategies like lecturing. This made it difficult for teachers to make use of a wide variety of resources like films, slides and even to organize field trips. These responses were confirmed by the Curriculum Developers, CRE Inspectors and Advisers.
- (iii) Forty three teachers, (82.8%), reported that it was difficult to use some of the resources available especially resource persons because of disrupting the school schedules and programmes.
- (iv) About 34 (65.3%) of the teachers had doubts about the effectiveness of using resources especially resource persons. They said that such persons sometimes gave unreliable

- information. As a result teachers ended up not achieving their goals.
- (v) Lack of adequate storage system, made it difficult for the teachers and students to trace a certain resource when the need arises. The few resources available in the stores and libraries are sometimes destroyed by students. This meant that once a resource was used, there was danger of not being used again due to a lack of adequate storage facilities. This was reported by 41 (78.8%) of the teachers and confirmed by the curriculum developers, CRE inspectors and advisers.
- (vi) About 42 (80.8%) of the teachers complained of having too many students in class, making it difficult for the teachers to use the few available resources effectively especially the textbooks. As a result it became difficult for the teachers to involve the students in the learning process.
- (vii) Lack of facilities like electricity in some schools made it difficult for the teachers to borrow projectors for showing films and slides mostly from the Catholic Mission Centers.
- (viii) Twenty eight teachers (53.8%) complained of lack of support from the educational officers as to what resources to use. As such teachers had nobody to turn to for assistance especially

in this field of learning resources.

- (ix) Influence of urban life as 9 (17.3%) of the teachers said, made it difficult for the teachers to give assignments over the holidays which involved looking for information from the resource persons. This discouraged the efforts of the CRE teachers to even invite resource persons to the schools.
- (x) About 11 (31.2%) of the teachers showed that some of the resources available in schools were too old and worn out, and this prohibited their effective use.

Out of these problems CRE teachers, Curriculum developers, CRE advisers and Inspectors had the following suggestions regarding the use of learning resources:

- (i) About 47 (90.4%) of the teachers said that there was need to make use of free time, if the resources were to be effectively used. The teachers also put forward the idea of introducing a double CRE lesson to cater for the little time of 40 minutes. This would allow for a wide usage of resources.
- (ii) Curriculum Developers and Inspectors saw the need of introducing inservice courses for the teachers. Such courses could be used as an attempt to reinforce previously learned skills and knowledge which might have deteriorated due

- to the passage of time. Teachers could also be
- (vi) shown how to improvise locally available materials for use instead of depending on the published materials which were not always available.
- (iii) Twenty eight (53.8%) of the teachers saw the need of having CRE Inspectors to guide them on the proper usage of resources, instead of having only one general Inspector for all the subjects. Such officers would be able to put a strong emphasis on the use of resources.
- (iv) About 41 (78.8%) of the teachers saw it necessary for schools to improve on their storage facilities, if the resources were to be used for a longer period. Improvements of such facilities would enable teachers and students to be able to borrow and use resources easily when the need arose.
- (v) To stem off from the shortage and inequality of the supply and use of textbooks, curriculum developers, school inspectors said that textbooks should be bought by Parents Teachers Association. Once books are bought they should remain the property of the school and be issued to the students at the beginning of the year and surrendered at the end of the year. This would ensure that students got enough books in each class despite the number and quality of the books.

of students in class.

(vi) Ten teachers (19.2%) saw it necessary to try to use the facilities in other schools for learning purposes. For example, schools which did not have electricity or projectors could take their films or slides to schools with such facilities and watch them there. It would also be easy for schools to share resource persons instead of inviting the same person at different times and different neighboring schools. By doing so, little time would be spent and students would be able to listen to more than one resource person.

(vii) School inspectors reported of a need for teachers to be more devoted and dedicated in their use of resources. Teachers should be encouraged by the headteachers to use their free time once in a while to organize field trips or invite resource persons, in order to avoid disrupting school programmes and timetables.

4.7 ANALYSIS OF MAIN TEXTBOOKS USED FOR TEACHING CHRISTIAN RELIGIOUS EDUCATION.

Teachers using the two main textbooks God's People Series and CRE Series mentioned earlier in the discussion were asked to respond to the criterion discussed in Chapter Three as a way of analysing the quality and suitability of the books. Teachers'

comments were graded either positive or negative. A positive response signifies that the book was of high quality. A negative response signifies the book was of low quality.

4.7.1 The Rating of God's People Series (Oxford University Press) by Teachers Using Various Criteria

Out of 52 teachers, only 31 teachers were found to be using God's People Series Book 1. The results of the teachers' responses in regard to the book are shown in Table IV.17(a).

Table IV.17(a)

The Rating of God's People Book 1 (Oxford University Press) by Teachers Using Various Criteria

CRITERIA	Positive		Negative	
	N=31	%	N=31	%
Syllabus Coverage	21	67.7	10	32.3
Sequencing of Topics	14	45.2	17	54.8
Consistency of material	16	51.6	15	48.4
Accuracy of the content	16	51.6	15	48.4
Appropriate Language	26	83.9	5	16.1
Illustrations	30	96.8	1	3.2
Pupils Activities	28	90.3	3	9.7
Legibility of print	21	67.7	10	32.3
Durability of Binding	24	77.4	7	22.6
Quality of Papers	20	64.5	11	35.5

According to the analysis in Table IV.17(a), the book has fulfilled most of the criteria currently used for analysing books. The researcher agreed with

some of the above findings. However, issues could be raised with regard to certain criteria. Regarding syllabus coverage, some sub-topics had been left out and yet they are in the syllabus. For example,

- (i) The role of young persons in the changing society.
- (ii) Youth's problems as regards to freedom, violence, equality, justice and peace.
- (iii) The generation gap and its effects.
- (iv) Moral growth, personal responsibility in decision making.
- (v) The Bible as a library, major divisions, human authors and translations used in Kenya.
- (vi) Initiation rites in African communities, that is, the ritual of initiation into adulthood, the importance of initiation and its religious significance, the role of the sponsor.
- (vii) Moral standards expected of the initiates in their new status.
- (viii) The changing role of initiation in the African society today.
- (xi) Preparation for marriage, courtship, marriage arrangements, present wedding ceremonies, social relationships resulting from marriage and the duties of parents and children towards one another.

Although the authors had left out some sub-topics, they discussed other sub-topics which were not

in the syllabus. This is the strength of the book.

The sub-topics include:

- (i) The country of Palestine.
- (ii) The rulers of the Jews and the Jewish religion.

The researcher disagrees with the teachers' responses on the criterion of sequencing of the topics. Seventeen (54.8%) of the teachers reported that the topics in the book were not systematic with those ones in the syllabus. The researcher found that the topics in the book were systematic with those ones in the syllabus. Most of the illustrations in the book are relevant to students, who are still young. As a result such illustrations contributed to learning process. But for some illustrations for example, a picture of a quail was not relevant to the topic of the ten commandments.

Out of the 52 teachers, only 27 were found to be using God's People Book 2. The results of the teachers' responses in regard to the book are shown in Table IV.17(b).

Table IV.17(b)

The Rating of God's People Book 2 (Oxford University Press) by Teachers Using Various Criteria

CRITERIA	Positive		Negative	
	N=27	%	N=27	%
Syllabus Coverage	17	63.0	10	37.0
Sequencing of Topics	11	40.7	16	59.3
Consistency of material	14	51.9	13	48.1
Accuracy of the content	17	63.0	10	37.0
Appropriate Language	22	81.5	5	18.5
Illustrations	26	96.3	1	3.7
Pupils Activities	23	85.2	4	14.8
Legibility of print	19	70.4	8	29.6
Durablility of Binding	19	70.4	8	29.6
Quality of Papers	18	66.7	9	33.3

From the teachers, responses reflected in Table 17(b) the book has fulfilled most of the criteria. However, issues could be raised with regard to some criteria. For example, some of the sub-topics have totally been omitted. These include,

- (i) The Requirement of Apostleship.
- (ii) Reasons for Apostleship today.
- (iii) The secular and religious factors which led to the coming of Christian missionaries to East Africa.
- (iv) Approaches and methods used in mission work.
- (v) Difficulties encountered by missionaries in their work.
- (vi) Traditional African approaches to human sexuality.

(vii) Responsible social behaviour in the male-female relationship.

(viii) The traditional African understanding of marriage.

(ix) Various kinds of families in Kenya today.

The authors decided to re-arrange most of the material in total disregard of the syllabus outline, hence ignoring the criterion of sequencing of the topics. Some of the topics have been misplaced completely. These include;

(i) Effects of the translation of the Bible.

(ii) African cultural expression in Christian worship.

(iii) Examples of church involvement in the transformation of the African society.

(iv) Examples of service as witnessed by individuals, church and organisations.

(v) The role of Africans in the growth of the church in Kenya.

(vi) The main stages of the growth of Christian communities in Kenya from mission to church.

(vii) The growth towards church unity, ecumenical cooperations.

(viii) African responses to the gospel message in Kenya.

(ix) Types of leadership in the church and available training facilities.

(x) Church and state in Kenya.

However, although the book was weak especially in the syllabus coverage and sequencing of topics, there were some topics discussed in the book which were not there in the syllabus. These includes:

- (i) The world in which the church was founded.
- (ii) The effects of social changes in the 20th century.

This is a strength of the book, because it goes beyond what is in the syllabus.

Regarding the accuracy of the content, some of the topics were not well covered. For example:

- (i) Secular alternatives to marriage
- (ii) Religious alternatives to marriage

The book had adequate illustrations, which were quite attractive, hence contributing to the learning process. However, some of them for example on page 132, the illustration comes after study suggestions, with no title and no question referring to it. One wonders what the illustration is meant for on such a page. There were also adequate student's activities which came after every topic or in the course of the discussion. If well used, such activities are supposed to bring about desirable learning outcomes.

Regarding God's People Book 3, only 30 were found to be using the book. Results of teachers' responses in regard to the book are presented in Table IV.17(c).

Table IV.17(c)

The Rating of God's People Book 3 (Oxford University Press) by Teachers Using Various Criteria

CRITERIA	Positive		Negative	
	N=30	%	N=30	%
Syllabus Coverage	16	53.3	14	46.7
Sequencing of Topics	13	43.3	17	56.7
Consistency of material	13	43.3	17	56.7
Accuracy of the content	17	56.7	13	43.3
Appropriate Language	25	83.3	5	16.7
Illustrations	26	86.7	4	13.3
Pupils Activities	24	80.0	6	20.0
Legibility of print	18	60.0	12	40.0
Durability of Binding	23	76.7	7	23.3
Quality of Papers	15	50.0	15	50.5

The book seems to be weak in some of the criteria as is shown by the teachers' responses in Table IV.17(c), particularly on the sequencing of topics. The researcher too confirmed the above findings from the book analysis. With the sequencing of topics, topics in the book did not seem to be following systematically with those ones in the syllabus. This means that materials in the book had been re-arranged in total disregard to the syllabus outline. These topics were:

- (i) Stages of life in African religious understanding.
- (ii) Continuity and inter-relationships between those stages with reference to the individual

and the community.

- (iii) God as a source of life.
- (iv) The inter-relationship of all things, living and non-living.
- (v) The hierarchy of being in the African worldview.
- (vi) The role of spirits and ancestors.

Some other topics have been left out completely from the book, yet they are in the syllabus. These include;

- (i) The African concept of God, spirits and ancestors.
- (ii) The responsibility of the living towards God, spirits and ancestors.
- (iii) Traditional African worship of God.
- (iv) Veneration of ancestors.
- (v) Communication with ancestors.

This means that, the book was also weak in regard to the syllabus coverage.

With the illustrations, the observer disagreed with the teachers contentions, indeed most of the illustrations although they look attractive, were not relevant to the students. For example portraits of Micah, Moses and Isaiah in the discussion of their prophetic teachings, one wonders how they are supposed to contribute to the learning process. Yet illustrations are supposed to generate some activities from the students.

Materials in the book seemed to be consistent with the national curriculum objectives, as such the researcher disagreed with the teachers' responses in Table IV. 17(c). Material covered in the book laid a lot of emphasis on national unity, where many examples have been given from all parts of the country without discrimination of any ethnic group.

Results from 22 teachers' analysis of God's People Book 4, is shown in Table IV.17(d).

Table IV.17(d)

The Rating of God's People Book 4 (Oxford University Press) by Teachers Using Various Criteria

CRITERIA	Positive		Negative	
	N=22	%	N=22	%
Syllabus Coverage	14	63.6	8	36.4
Sequencing of Topics	12	54.5	10	45.5
Consistency of material	11	50.0	11	50.0
Accuracy of the content	12	54.5	10	45.5
Appropriate Language	18	81.8	4	18.2
Illustrations	21	95.5	1	4.5
Pupils Activities	19	86.4	3	13.6
Legibility of print	15	68.2	7	31.8
Durability of Binding	13	59.1	9	40.9
Quality of Papers	12	54.5	10	45.5

Results from Table IV.17(d) show that the book had fulfilled all the criteria used for analysing textbooks. However observation by the researcher did not seem to support the general response from the teachers. This was especially in the criteria of

accuracy of content. Since this was in a Form 4 book, the students are supposed to be given more detailed information, as compared to the students in the lower forms. But some of the topics have not been covered adequately, for example;

- (i) Traditional African and Christian approaches to sexuality.
- (ii) Traditional African and Christian understanding of marriage.
- (iii) Traditional African and Christian approaches to family life.

However, the book also seemed to have discussed some topics which are not in the syllabus, showing the strength of the book. For example, a topic on 'making choices' is not in the syllabus. It is discussed in the book under the following sub-topics:

- (i) Honesty,
- (ii) Bad choice,
- (iii) Choosing to obey Christ,
- (iv) Paul and Philemon,
- (v) Being human beings able to make choices,
- (vi) Laws and Love,
- (vii) Christian behaviour,
- (viii) The body of Christ and contemporary society.

Regarding the illustrations, for example, a picture of a car on the topic of 'fair distribution and use of wealth' and a picture of people making choices, means very little to a Form IV, who is a

mature student. Such illustrations and many others contribute little to the learning process.

The authors of all the books in God's People series are fond of telling too many stories in the form of case studies, some of which are not relevant. These stories although sometimes interesting, at times distract the attention of the students.

All the books had adequate pupils' activities which are found at the end of every topic. This made it possible for the students to be actively involved in group or class discussions. Such activities also makes it possible for the teachers to give assignments on the work already covered.

The production and design of the books were quite encouraging in terms of page design, quality of papers, durability of binding and legibility of print.

4.7.2 The Rating of Christian Religious Education Series (Longman Press Limited) by Teachers Using Various Criteria

Only 29 teachers out of 52 were found to be using Christian Religious Education series in Form I. Results of the teacher's responses in regard to the book are presented in Table IV.18(a)

(iii) Promises of God to Abraham and the importance of circumcision for Abraham.

(iv) The making of Sinai Covenant and the importance of the covenant.

(v) Reasons for the spread of idolatry.

Table IV.18(a)

The Rating of Christian Religious Education Book 1
(Longman Press Limited) by Teachers Using Various Criteria

CRITERIA	Positive		Negative	
	N=29	%	N=29	%
Syllabus Coverage	19	65.5	10	34.5
Sequencing of Topics	23	79.3	6	20.7
Consistency of material	21	72.4	8	27.6
Accuracy of Content	19	65.5	10	34.5
Appropriate Language	25	86.2	4	13.8
Illustrations	10	34.5	19	65.5
Pupils Activities	19	65.5	10	34.5
Legibility of print	20	69.0	9	31.0
Durability of Binding	22	75.9	7	24.1
Quality of Papers	18	62.1	11	37.9

responses are shown in Table 18.(b).

According to the analysis on Table IV.18(a), the book had fulfilled most of the criteria, hence it was of high quality. However, issues could be raised regarding syllabus coverage and illustrations. The researcher found that some sub-topics had been left out from the book, yet they were in the syllabus. For example,

- (i) The generation gap and its effects.
- (ii) Moral growth: personal responsibility in decision making.
- (iii) Promises of God to Abraham and the importance of circumcision for Abraham.
- (iv) The making of Sinai Covenant and the renewal of the covenant.
- (v) Reasons for the spread of idolatry.

(vi) Transfiguration.

(vii) The ark in Jerusalem and the ark in the temple.

The book lacked adequate illustrations. It had very few illustrations, which were only 4 maps. A variety of illustrations were missing in the book, therefore the contents covered could be uninteresting to the students and teachers. As a result little learning was expected to take place.

As regards Christian Religious Education, Book 2, out of 52 teachers, only 22 were found to be using it. These teachers were asked to respond to the criteria used for analysing the quality and suitability of the book. Results of the teachers' responses are shown in Table 18.(b).

Table IV.18(b)

The Rating of Christian Religious Education Book 2
(Longman Press Limited) by Teachers Using Various Criteria

CRITERIA	Positive		Negative	
	N=22	%	N=22	%
Syllabus Coverage	18	81.8	4	18.2
Sequencing of Topics	17	77.3	5	22.7
Consistency of material	16	72.7	6	27.3
Accuracy of the content	18	81.8	4	18.2
Appropriate Language	16	72.7	6	27.3
Illustrations	16	72.7	6	27.3
Pupils Activities	10	45.5	12	54.5
Legibility of print	13	59.1	9	40.9
Durability of Binding	17	77.3	5	22.7
Quality of Papers	16	72.7	6	27.3

Results from the teachers' responses in Table IV.18(b) show that the book was of high quality. However 12 (54.5%) reported that pupils' activities in the book were inadequate. The researcher disagreed with the teachers responses in regard to the above criterion. This is because the book has enough activities for the students at the end of every topic. There are also activities in the course of discussions in form of group discussions, plays and multi-task activities.

Further findings also disagreed with the teachers' responses especially on the criteria of illustrations. Although 16 (72.7%) teachers reported that the book has adequate illustrations, this is contrary to the researcher's findings. The book has 8 illustrations which contribute little to the learning process. Of late the book has been undergoing a lot of criticisms by the churches over the language used, especially on the topic of 'Family and Life'. The churches argue that the language used is not of the students level, this according to the churches misleads the students understanding of the subject matter.

Only 23 teachers out of 52 were using Christian Religious Education Book 3. Their responses are shown in Table IV.18(c).

Table IV.18(c)

The Rating of Christian Religious Education Book 3
(Longman Press Limited) by Teachers Using Various Criteria

CRITERIA	Positive		Negative	
	N=23	%	N=23	%
Syllabus Coverage	21	91.3	2	8.7
Sequencing of Topics	17	73.9	6	26.1
Consistency of material	17	73.9	6	26.1
Accuracy of the content	16	69.6	7	30.4
Appropriate Language	16	69.6	7	30.4
Illustrations	11	47.8	12	52.2
Pupils Activities	14	60.9	9	39.1
Legibility of print	12	52.2	11	47.8
Durability of Binding	17	73.9	6	26.1
Quality of Papers	17	73.9	6	26.1

Results from Table IV.18(c) show that the book was of high quality in regard to the syllabus coverage, sequencing of topics, accuracy of content, appropriate language, production and design. However with the syllabus coverage, the researcher found out that a few topics had been left out. These include,

- (i) The scientific worldview.
- (ii) Attitudes towards the African environment, that is traditional African, biblical and scientific attitudes.

The authors had also discussed a topic which was not there in the syllabus, that is,

- (i) The historical survey of Judaism.

This was a strength of the book in terms of syllabus coverage.

Regarding illustrations, the researcher agreed with the teachers' responses, which show that the book had inadequate illustrations. The book had only 7 illustrations, which were not adequate.

Only 21 out of 52 teachers were found to be using CRE Book 4. Results of teachers responses are presented in Table IV.18(d).

Table IV.18(d)

The Rating of Christian Religious Education Book 4
(Longman Press Limited) by Teachers Using Various Criteria

CRITERIA	Positive		Negative	
	N=21	%	N=21	%
Syllabus Coverage	15	71.4	6	28.6
Sequencing of Topics	16	76.2	5	23.8
Consistency of material	13	61.9	8	38.1
Accuracy of the content	13	61.9	8	38.1
Appropriate Language	14	66.7	7	33.3
Illustrations	9	42.9	12	57.1
Pupils Activities	12	57.1	9	42.9
Legibility of print	14	66.7	7	33.3
Durability of Binding	13	61.9	8	38.1
Quality of Papers	14	66.7	7	33.3

Just like the other books in the Christian Religious Education series, results from Table IV.18(d) show that book 4 was of high quality according to the teachers' responses. The material in the book was suitable in terms of syllabus coverage, sequencing of topics, consistency of material,

accuracy of content, language used, production and design. Compared to the other three books in this series, book 4 has more illustrations. The book has a whole chapter with topics not in the syllabus.

Examples of such topics are:

- (i) Some principles of Christian Living.
 - (a) The Bible as a Norm for Christian living.
 - (b) The African Heritage as a Norm for Christian Living.
 - (c) An Examination of the Present Situation as a Norm for Christian Living.
 - (d) Church Authority as a Norm for Christian Living.
 - (e) The Christian Conscience as a Norm for Christian Living.
 - (f) Common Ground Morality.

This is the strength of Book 4.

All the four books in the Christian Religious Education series have well-graded students' activities. In these activities a link was made between the students' direct personal experience and the new educational experience. The authors also stressed a strong heuristic element with a challenge to the students' critical and creative faculties.

With the production and design, the quality of the paper was high, page design and layout was encouraging and the print was legible.

Although materials covered in the four books

were consistent with the curriculum objectives and emphasis, more emphasis could be put on the goals of social equality, national and economic development.

SUMMARY

The results of the data gathered by means of the four instruments show that CRE learning resources in schools were low in quality and quantity. Results also showed that lack of a variety of methods for acquiring resources led to the poor quality and low quantity of learning resources available in schools. The fact that teachers lacked adequate guidance on how to select learning resources led to the poor utilisation of the resources. The most commonly used resources in the actual teaching of CRE included the chalkboard, textbooks and exercise books. These resources were used for the purpose of writing notes by the students, and for summarizing and introducing the lesson by the teacher. Further results from the analysis of the two basic CRE textbooks indicated that although the books were of high quality they were weak in some aspects.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter looked at the research questions formulated for this study with respect to the findings obtained in Chapter Four. Recommendations based on the findings of the study are provided in two sub-sections. The first sub-section are on the recommendations for educational policy and practice while the second sub-section is on the suggestions for further research.

5.1 SUMMARY OF THE FINDINGS

1. Availability of learning resources.

Research findings revealed that:

- (i) Many learning resources necessary for teaching the subject were either inadequate or not available at all in many secondary schools.

This particularly referred to audio-visual resources like films, slides, tape recorders, radio, video tapes and many others. The few schools with audio-visual resources were either Government maintained or the Private schools (Church schools).

- (ii) The most commonly available materials were the textbooks, additional textbooks and a few

pictures, charts, maps, posters, newspapers and magazines.

(iii) The majority of the teachers used publishers to inform them of the existence of any new learning resources in the market especially books.

(iv) Very few schools held departmental meetings to discuss issues on how the schools can improve and increase the supply of the resources.

2: Acquisition of learning resources.

Findings from the study revealed that:

(i) Learning resources were mainly bought by the schools and parents.

(ii) Some schools had an access to locally prepared resources. Some of the resources developed in schools included magazine cuttings, diagrams, maps, charts, posters, writing of plays, and research papers which students presented in class, identifying resource persons and collecting real things (realia).

(iii) Few schools held meetings on the production of resources. Most of these meetings were held in schools and church buildings (church halls).

Teachers did not use places like Teachers' Advisory Centres, Kenya Institute of Education, Local Community Centres and Ministry of Education offices to hold their meetings.

(i) CRE teachers and the heads of CRE departments.

3: Factors Hindering the Effective Supply and Acquisition of Learning Resources

This question was meant to elicit information regarding teachers' problems which contributed to the inadequate supply of resources in schools. The findings revealed the following problems:

- (i) Schools lacked adequate funds to purchase resources.
- (ii) Schools also lacked fora which could be used to give directions on how to improvise locally available materials.
- (iii) Schools lacked guidance on the materials to be purchased, borrowed or made.
- (iv) Non-availability of some of the recommended resources in the teachers' guide book especially audio-visuals.
- (v) Teachers failed to get related to the remote topics.

To try and alleviate these problems that are related to the supply and acquisition of CRE learning resources, some suggestions which emerged are discussed in Chapter IV.

4: Selection of learning resources

From the study it is very clear that different people were involved in the selection of CRE learning resources, and that the teachers applied some criteria in this selection. The findings showed that:

- (i) CRE teachers and the heads of CRE departments

played a significant role in the selection of learning resources while Curriculum developers, Headteachers, students, CRE Advisers and inspectors, publishers and school community played a less significant role.

- (ii) Course objectives; nature of subject content, coverage of syllabus topics and time available were the most important criteria used by teachers in the selection of learning resources. Few teachers considered class-size and ease of usage as important criteria.

5: Types of learning resources used in the actual teaching of Christian Religious Education.

Results from the study revealed that:

- (i) The majority of the teachers used the main textbooks, that is, God's People series, Christian Religious Education series and the Bible.
- (ii) Teachers also used other additional textbooks to supplement materials in the main textbook.
- (iii) Some teachers were found not to have been using the CRE Teachers guide book.
- (iv) There was a severe shortage of student's textbooks, which made their teaching difficult.
- (v) The most commonly used of the audio-visual resources include, illustrations in the textbooks, chalkboard, Newspapers, Magazines, Maps and posters. There was hardly any use of

audio-visual resources like radio cassettes, slides and filmstrips.

- (vi) There was an attempt by most teachers to use resource persons, materials in the church buildings, shrines and some other community resources.

6: Purpose for which Learning Resources are Used by the Teachers and Students

The findings showed that:

- (i) The students mostly used the resource for the purpose of writing notes.
- (ii) Teachers used the resource to introduce and summarize the lesson.
- (iii) In using the various resources, most of the teachers used whole class teaching.

7: Factors Hindering the Effective Use of Learning Resources

- (i) Since the syllabus was too wide, it became difficult for teachers to get adequate time to make use of resources.
- (ii) There was a danger of disrupting the school programme or schedules, especially when using resource persons.
- (iii) Many teachers had doubts about the effectiveness of using resources especially resource persons.
- (iv) There was lack of adequate facilities for safe

- (iii) storage of resources.
- (v) Too many students in a class made it difficult for the teachers to use the few available resources effectively especially textbooks.
- (vi) There was lack of support from the educational officers as to what resources to use, as such teachers had nobody to turn to for assistance.
- (vii) Some of the resources available in schools were either too old or worn out and this prohibited their effective use.
- (viii) Influence of urban life made it difficult for the teachers to give assignments over the holidays. This discouraged the efforts of the CRE teachers to even invite resource persons to schools.
- (ix) Some schools lacked facilities like electricity which made it difficult for the teachers to borrow projectors for showing films and slides.

8: Analysis of Christian Religious Education Main Textbooks

The findings revealed that although the books are suitable for use, they had some weakness:

These are,

- (i) Some of the books had not covered the syllabus adequately. This means some topics in the syllabus have not been discussed in the book.
- (ii) Illustrations in some of the books were inadequate.

- (iii) Some materials in the book were not consistent with the national curriculum objectives and emphasis.

5.2. CONCLUSIONS

Based on the findings of this study, the following conclusions were inevitable:

1. Teachers found it difficult to facilitate teaching and learning activities due to the inadequacy of learning resources in schools and the market.
2. Since very few teachers and students were involved in the improvisation of locally available materials, this contributed to the inadequate supply of learning resources.
3. Lack of an adequate forum for exchanging ideas on the production of resources led to the inadequate supply especially of the audio-visual resources.
4. Teachers lacked guidance from the curriculum developers, Christian Education Inspectors and Advisers. As a result they were not able to use the few available resources adequately.
5. This lack of guidance also made teachers select materials which the schools could not afford and which they did not know how to use. That is why use of learning resources was very much limited to textbooks and few published materials.
6. Audio-visual and community resources which had the highest potential for the provision of relevant

- learning experiences were rarely used.
7. The teachers seemed to have adopted "book-centred approach", which made the students passive, since they were not involved in any activities.
 8. The fact that few teachers used learning resources for the purpose of visual illustration and for demonstration purposes was an indication of the low utilization rate of audio-visual resources especially filmstrips and slides in the actual classroom teaching.
 9. Teachers' use of chalkboard for giving students notes encouraged rote-learning because students were not involved in any creative, critical or heuristic learning.
 10. The fact that teachers did not utilise all the models of teaching in using learning resources made students not to be able to participate fully in the lesson.
 11. All the books in God's People series were to be generally weak especially with the sequencing of topics, syllabus coverage, and illustrations.
 - (a) With the syllabus coverage, some topics mentioned in the syllabus had not been discussed in the book. They had been omitted completely.
 - (b) Most of the illustrations were too vague hence contributing little to the learning process.

(c) With the sequencing of topics, authors had re-arranged some of them in total disregard of the syllabus.

12. All the books in Christian Religious Education series were generally of high quality, since they had fulfilled most of the criteria used for reviewing textbooks. However, the books seem to be weak in the criterion of illustrations. There are very few illustrations in all the four books in the series.

5.3 RECOMMENDATIONS

On the basis of the major findings and conclusions presented in this study, the following recommendations are made to serve as guidelines for further action and research. Recommendations are made for educational policy and practice in Kenya and others are meant for further research.

5.3.1 Recommendations for Educational Policy and Practice in Kenya.

1. There is an urgent need to improve the quality and quantity of CRE learning resources so that teachers can have a variety of resources to be able to make the choice of the most appropriate one for use. The Ministry of Education should make attempts of finding out what resources are actually available in schools and how they are organised. This would be the first step on the way to improving the use of resources.
2. The Ministry of Education under the guidance of

- CRE Curriculum developers at the Kenya Institute of Education, Christian Church Education Association, Kenya Catholic Secretariat and Seventh Day Adventist Church and the Inspectorate should organize inservice courses. These courses could be used to update trained teachers on the new education programmes, help them acquire new professional skills so that they can become competent in their classroom teaching. More emphasis on the teaching methods from teacher - centred to resource -based learning should be the key to all discussions.
3. Schools should be encouraged by school inspectors to hold meetings, so that teachers can have time to share their ideas on the production of resources. This will help improve the improvisation of learning resources, hence increase their quantity and quality.
 4. The Kenya Institute of Education should make efforts to invite teachers to material development meetings for teachers to be able to vary their methods of acquiring resources.
 5. There is an urgent need for the Ministry of Education to establish Teacher Advisory centres at the district level to cater for the secondary schools. Such centres should be at the centrally convenient places where all teachers can visit easily. This can lead to an increased local production of resources cheaply. This can also

- lead to improvement in the quality of resources available in schools.
6. The inspectorate and headteachers should encourage teachers and students to make use of the free library services at the district, since not many schools have well equipped libraries.
 7. There is need for a strict supervision in secondary schools. During the supervision, teachers should be convinced and strongly encouraged to vary their methods of teaching and learning to fit the needs and levels of the learners. Supervisors should also make sure that CRE teachers use the Teacher's Guide book and other recommended resources. For such supervision to succeed there is an urgent need for secondary school Christian Religious Education Inspectors at the district levels.
 8. Curriculum developers and book authors need to update main CRE textbooks to meet changing needs of the society.
 9. Book publishers should try to avail all the recommended textbooks in all the bookshops in the country to make them accessible to all schools.

The recommendations made in this study should act as a basis for improving the utilisation of CRE learning resources in schools. Therefore the study is expected to be found useful by the CRE teachers, media specialists, Curriculum developers and policy makers

in developing countries, particularly those in Africa.

5.3.2 Suggestions for further research

This study has raised a number of important questions which are really beyond its scope. For this reason, they could not be answered by the present study to a great depth. Based on the findings and recommendations therefore, the following are some suggestions for further research.

1. A more intensive study should be done especially in Urban areas since the present study was done in the rural areas. This is important for purposes of comparison.
2. There is a need to conduct a research on the relationship between students' performance in CRE and the use of learning resources. This would really determine whether the use of learning resources has any positive impact in the examinations.
3. A more intensive investigation should be done on the teacher/student attitudes towards the use of learning resources in the teaching of CRE.
4. Further research of a similar nature should be done in other subjects that are taught in Kenyan Secondary Schools.
5. There is need to conduct an intensive research on the classification of media based on the functions of media, since an attempt to come up with such a

taxonomy has been unsuccessful.

6. A study should be done on the CRE training programmes in colleges and universities to investigate:

- (i) Whether the tutors emphasize on the need for learning resources in the programme
- (ii) how the tutors implement the programme to the students
- (iii) Whether there is a follow-up of what the students have been taught and what the tutors look for in this follow - up concerning the use of learning resources.

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The information which you give on this questionnaire will be strictly confidential and will be used for research purposes only. Please respond to all the questions as honestly and accurately as possible.

Put a tick (✓) against the information best applicable to you to fill in the blank space. Some questions may have more than one answer.
DO NOT WRITE YOUR NAME

I. GENERAL INFORMATION

1. Are you a male or female?

- (a) Male
- (b) Female

2. What is your highest academic qualification?

- (a) East African Certificate of Education /Kenya Certificate of Education
- (b) E. African Advanced Certificate of Education/Kenya Advanced Certificate of Education
- (c) University Degree
- (d) Others (specify) _____

3. What is highest professional qualification?

- (a) Untrained Teacher (Form Six)
- (b) P1
- (c) S1

APPENDICES

APPENDIX A

QUESTIONNAIRE FOR CHRISTIAN RELIGIOUS EDUCATION
TEACHERS

The main purpose of this questionnaire is to seek information concerning the utilization of learning resources used for teaching Christian Religious Education. The questionnaire focuses on the types of resources used in the actual teaching of the subject, the selection of learning resources and the analysis of Christian Religious Education basic textbooks.

The information which you give on this questionnaire will be strictly confidential and will be used for research purposes only. Please respond to all the questions as honestly and accurately as possible.

Put a tick (✓) against the information most applicable to you to fill in the blank spaces. Some questions may have more than one answer.
DO NOT WRITE YOUR NAME

I. GENERAL INFORMATION

1. Are you a male or female?
 - (a) Male
 - (b) Female

2. What is your highest academic qualification?
 - (a) East African Certificate of Education /Kenya Certificate of Education
 - (b) E. African Advanced Certificate of Education/Kenya Advanced Certificate of Education
 - (c) University Degree
 - (d) Others (specify) _____

3. What is highest professional qualification?
 - (a) Untrained Teacher (Form Six)
 - (b) P1
 - (c) S1

- (d) Diploma in Education
- (e) Trained Graduate
- (f) Untrained Graduate
- (g) Others (specify)

4. How long have you taught CRE?

- (a) 0 - 2 years
- (b) 3-5 years
- (c) 6 - 9 years

5. Were you taught during your training how to make use of learning resources for teaching CRE?

- (a) Yes
- (b) No

6. What other subject(s) apart from CRE do you teach at present?

- (a) English (Literature & English)
- (b) History
- (c) Physical Education
- (d) Social Education and Ethics
- (e) Kiswahili
- (f) Home Economics
- (g) Geography
- (h) Economics
- (i) Music (specify)
- (j) Others (specify)

7. What is your total number of periods per week?

- (a) less than 15
- (b) 16 - 20
- (c) 21 - 25

(d) More than 25

II. THE SELECTION OF LEARNING RESOURCES

1. Who are involved in the selection of resources that you require for teaching CRE? (indicate by a tick(s))

(a) Student

(b) CRE teacher

(c) Head of CRE Department

(d) Headmaster

(e) Curriculum Developer

(f) School Inspector

(g) CRE adviser

(h) Others (specify) _____

2. What criteria do you use in the selection of learning resources? (indicate with a tick(s) where applicable)

(a) Lesson objectives

(b) Nature of syllabus topics

(c) Time available

(d) Class size

(e) Coverage of syllabus topics

(f) Age of students

(g) Expense of resources

(h) Ease of availability of resources

(i) Ease of usage

(j) Others (specify) _____

III. TYPES OF LEARNING RESOURCES USED IN THE ACTUAL TEACHING OF CRE

1. Which main textbooks do you usually use for teaching CRE in Forms I-IV?

- (a) CRE Series by Groenewegen & Githige
- (b) God's People Series by CCEA & KCS
- (c) Bible Series
- (d) CRE series by Kenya Institute of Education (Teachers Guide)

2. Apart from the above textbooks, what other books do you usually use?

(a) Author _____

Title _____

(a) Chalkboard

(b) Author _____

(c) Title _____

(d) Newspapers/magazines

(c) Author _____

(f) Title _____

(g) Diagrams

(d) Author _____

(h) Slides

(i) Filmstrips

(j) Radio

(e) Author _____

(h) Others (specify) _____

Title _____

6. What community resources do you usually use?

(f) Author _____

(b) Title _____

(c) Statues/Icons

3. What problems do you face in teaching due to lack of enough textbooks for students?

(a) Realia (real things)

(b) Others (specify) _____

(c) _____

(d) _____

(e) _____

4. What steps has your school taken to overcome the above problems?

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

5. What types of audio-visual resources do you usually use in teaching CRE?

- (a) Chalkboard
- (b) Noticeboard
- (c) Posters
- (d) Newspapers/magazines
- (e) Maps
- (f) Globes
- (g) Diagrams
- (h) Slides
- (i) Filmstrips
- (j) Radio
- (h) Others (specify) _____

6. What community resources do you usually use?

- (a) Resource person
- (b) Museums
- (c) Statues/Icons
- (d) Shrines
- (e) Realia (real things)
- (f) Others (specify) _____

7. What factors hinder your effective use of all the types of learning resources in your school?

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____
- (g) _____

8. List down the possible solution to the above problems which can be used to improve the use of learning resources

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____
- (g) _____

IV. ANALYSIS OF THE CRE MAIN TEXTBOOKS

1. This question requires you to check the textbooks you use for teaching CRE in the various classes and see whether it fulfills the criteria used for analysing books by the Kenya Institute of Education (Please put a tick (s) where applicable on the textbook(s) you use only.

APPENDIX B

QUESTIONNAIRE FOR THE HEADS OF CRE DEPARTMENT

These sections of the questionnaire seek information about the availability, acquisition and improvisation of CRE learning resources.

Please respond to all the questions as honestly and accurately as possible since the information you give will be strictly confidential. Put a tick (✓) against the information most applicable to you or fill in the blank spaces. Some questions may have more than one answer.

DO NOT WRITE YOUR NAME

I. GENERAL INFORMATION

1. How many CRE teachers do you have in the school?
(Even those who do not teach CRE)

- (a) One
- (b) Two
- (c) Three
- (d) More than three

2. How many of these teachers teach CRE in the school at present?

- (a) One
- (b) Two
- (c) Three
- (d) More than three

II. AVAILABILITY OF CRE LEARNING RESOURCES

1. Are the CRE audio-visual resources adequate in terms of quantity?

- (a) More than adequate
- (b) Adequate
- (c) Inadequate

2. Are the CRE audio-visual resources of high or low quality?
- (a) Low quality
- (a) High quality
3. Does the school get adequate supply of CRE textbooks?
- (a) Yes
- (b) No
4. How are you informed of the existence of new CRE learning resources in the market?
- (a) Circulars from the Ministry
- (b) Headmaster
- (c) Inservice course
- (d) School Inspectors
- (e) Publishers
- (f) Newspapers/Magazines
- 5(i). Do you have any CRE departmental meetings?
- (a) Yes
- (b) No
- 5(ii). If the answer to 5(i) is yes, how often do you meet?
- (a) Once per month
- (b) Once per term
- (c) Once per year
- (d) More than once per term
- (e) More than once per year
- (f) Any other number of times (please specify) _____

7. What issues concerning CRE learning resources do you discuss?

8. Have you attended any CRE inservice courses?

(a) Yes

(b) No

9. If answer to question 8 is yes, what major issues concerning CRE learning resources do you discuss?

10. What factors hinder the effective supply of the learning resources?

10. What factors hinder the effective supply of the learning resources?

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

11. List down some possible solutions that can improve the supply of CRE learning resources.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

III. ACQUISITION OF CRE LEARNING RESOURCES

1. How does your school acquire CRE learning resources?
(indicate by a tick(s))

- (a) Buys
- (b) Made by teacher
- (c) Made by students
- (d) Donations
- (e) Borrowed
- (f) Others (specify) _____

2. If they are donations, state from whom?

3. If they are borrowed, specify the lender?

4. Who provides the students with the textbooks?

- (a) School
- (b) Parents
- (c) Both the school and parents
- (d) Others (specify) _____

5. Who helps the above parties (question 4) to acquire the appropriate resources?

- (a) CRE class teacher
- (b) Head of CRE department
- (c) School Inspector
- (d) CRE Advisers
- (e) Kenya Institute of Education

(b) Posters

6. Do you have access of learning resources made by other schools?

(a) Yes

(b) No

7. What factors hinder the effective acquisition of CRE learning resources?

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

8. List down the possible solutions that can improve the acquisition of CRE learning resources?

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

IV. IMPROVISATION OF CRE LEARNING RESOURCES

1. Do you have any locally available CRE materials?

(a) Yes

(b) No

2. Which ones are these?

(a) Charts

(b) Posters

- (c) Resource files
- (d) Groups
- (e) Maps
- (f) Others (specify) _____

3. Who makes these locally available CRE materials?

- (a) Teacher
- (b) Students
- (c) Local community experts
- (d) Church representatives
- (e) Others (specify) _____

4. Do you ever meet to share ideas on the production of CRE learning resources with the other teachers?

- (a) Yes
- (b) No

5. If answer to question (4) is yes, where are these meetings held? (indicate by tick(s)).

- (a) Teacher Advisory Centre
- (b) Kenya Institute of Education
- (c) Local community
- (d) School
- (e) Church
- (f) Ministry of Education officials
- (g) Others (specify) _____

(d) Are the learning resources suitable in quantity?

(i) Yes

(ii) No

(e) Are the learning resources suitable in quality?

(i) Yes

(ii) No

II. A CHECKLIST OF LEARNING RESOURCES USED IN THE ACTUAL CRE LESSON

1. What learning resources are used in the actual CRE lesson?

Resources	Ones being used	Who Uses		How Often	Total
		Student	Teacher		
Chalkboard					
Noticeboard					
God's People Series by CCEA & KCS					
CRE Series by Groenewegen & Githige					
Bible					
Other Textbooks					
Notebooks / Exercise Books					
Pictures					
Maps					
Globes					
Posters					
Charts					
Newspapers/ Magazines					
Resource Person					

III. HOW THE TEACHER AND STUDENTS USE LEARNING RESOURCES

1. How does the teacher use learning resources?

- (i) To Illustrate a concept
- (ii) Visual illustration
- (iii) Revision
- (iv) Introduce a lesson
- (v) Ask pupils to do an exercise
- (vi) To summarize
- (vii) To demonstrate a process
- (viii) Recording progress

2. How does the student use learning resources?

- (i) To do an exercise
- (ii) To present a problem
- (iii) To raise questions
- (iv) To recall experiences
- (v) For expression
- (vi) To dramatize a point
- (vii) To communicate a point
- (viii) To correct misconceptions
- (ix) To write notes

3. How do the teachers organize the students while using the various resources?

- (i) Whole class teaching
- (ii) Individual teaching
- (iii) Group teaching

4. Does the teacher write legibly on the chalkboard?

(i) Yes

(ii) No

5. Does the teacher use the chalkboard systematically?

(i) Yes

(ii) No

6. Any other relevant observations?

1. Other textbooks

2. Callabus

3. Pictures

4. Maps

5. Globes

6. Posters

7. CRE Series by Kenya Institute of Education
(Teachers Guide Book)

8. Magazines/Newspapers

9. Filstrips

10. Slides

11. Icons/Statues

12. Others (specify)

A CHECKLIST OF THE AVAILABLE CRE LEARNING RESOURCES

Name of the school _____

Type of the School _____

Resources	Available	Not Available
-----------	-----------	---------------

- | | | |
|---|--|--|
| 1. God's People series
by CCEA & KCS | | |
| 2. CRE series by
Groenewegen & Githige | | |
| 3. Bibles | | |
| 4. Exercise Books/Notebooks | | |
| 5. Other textbooks | | |
| 6. Syllabus | | |
| 7. Pictures | | |
| 8. Maps | | |
| 9. Globes | | |
| 10. Posters | | |
| 11. CRE Series by Kenya Institute of Education
(Teachers Guide Book) | | |
| 12. Magazines/Newspapers | | |
| 13. Filmstrips | | |
| 14. Slides | | |
| 15. Icons/Statues | | |
| 16. Others (specify) _____ | | |

- Apart from the CRE textbooks, what other learning resources are used?
- Have these resources been made available for use by the CRE teachers and students?
- Explain how you inform the teachers of the existence of CRE resources?
- Give suggestions on how the supply and acquisition of CRE learning resources be improved?
- Give suggestions on how the use of learning resources can be improved?

APPENDIX DINTERVIEW SCHEDULES FOR CURRICULUM DEVELOPERS, CRE ADVISERS
AND SCHOOL INSPECTORSI. GENERAL INFORMATION

Name

Title

1. What are your qualifications?

(a) Academic

(b) Professional

2. What are your main duties in the present job?

3. How often do you inspect the school's teaching of CRE?

4. What is the main purpose of your inspection?

SECTION 2

1. What resources have you recommended for use in the teaching of CRE?

2. Which CRE textbooks are used mostly by the CRE teachers and the students?

3. Apart from the CRE textbooks, what other learning resources are used?

4. Have these resources been made available for use by the CRE teachers and students?

5. Explain how you inform CRE teachers of the existence of CRE resources?

6. Give suggestions on how the supply and acquisition of CRE learning resources be improved?

7. Give suggestions on how the use of learning resources can be improved?

APPENDIX E

PRE-CONTACT LETTER TO SCHOOLS

Juliet N. Gacego
Kenyatta University
Dept. of Comm.Tech.
P. O. Box 43844,
NAIROBI.

3rd January, 1990

To
The Headteacher,

-----.

Dear Sir/Madam

RE: PERMISSION FOR RESEARCH

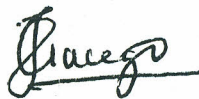
I am a post - graduate student at Kenyatta University currently preparing to conduct a study on the utilization of learning resources for Christian Religious Education for my Master of Education Thesis.

The research will cover all the heads of CRE department and all the other CRE teachers in the nineteen selected secondary school in Embu District. I would also wish to observe CRE lessons in form II and III. The findings will assist in making objective recommendations aimed at improving the teaching of CRE in secondary schools.

I wish to be in your school for data collection in the months of January and February. I look forward to receive your invaluable assistance to enable me complete my studies on time.

Thanking you in advance.

Yours faithfully,



JULIET N. GACEGOH

APPENDIX F

PRE-CONTACT LETTER FOR INTERVIEWEES

Juliet N. Gacego,
Kenyatta University,
Dept. of Comm. Tech.
P. O. Box 43844
NAIROBI.
20th February 1990

To -----

Dear Sir/Madam

RE; REQUEST FOR AN INTERVIEW SCHEDULE

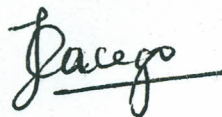
I am a post graduate student at Kenyatta University currently undertaking a study on the utilization of learning resources for Christian Religious Education in Kenyan Secondary Schools for my Master of Education Thesis.

I would wish to have a short interview schedule in the first week of March. Please could you let me know whether this is possible, giving me your most convenient time.

I look forward to receiving invaluable assistance to enable me complete my studies. Enclosed is a sample of the interview schedule.

Thanking you in advance

Yours faithfully



JULIET NJERI GACEGOH.