

2002

**AVAILABILITY AND UTILIZATION OF  
TEACHING – LEARNING RESOURCES IN  
CHRISTIAN RELIGIOUS EDUCATION IN  
SECONDARY SCHOOLS OF MIGORI  
DISTRICT, KENYA.**

This research project is my original work and has not been  
presented for a degree in any other University  
2011/12

**BY**

3<sup>rd</sup> July 2002

**ODEGE DICK JOHN**

DATE

**A RESEARCH PROJECT SUBMITTED TO THE  
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DEDICATION

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TO: my wife-Lma Odege  
This research project is my original work and has not been presented for a degree in any other university

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For their richness of their love, patience, understanding and companionship

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## ACKNOWLEDGEMENTS

### DEDICATION

TO: my wife-Ezna Dois Odege

and

My children:

Nancy Achieng Odege

Sharoon Atieno Odege

Giblerto Onyango Odege.

For their richness of their love, patience, understanding  
and companionship.

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## ABSTRACT

The purpose of this study was to investigate the availability and utilization of teaching and learning resources in the teaching of Christian Religious Education in secondary schools in Migori District, Kenya. Specifically the Study was designed:

1. To find out the availability and utilization of instructional materials in sampled secondary schools in Migori District.
2. To find out factors hindering the effective supply and acquisition of teaching and learning resources.
3. To assess the teaching and learning resources being used for the teaching of Christian Religious Education in secondary schools.
4. What criteria do the teachers use in the selection of teaching and learning resources for Christian Religious Education.
5. Establish community resources used in teaching and learning Christian Religious Education.

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## CHAPTER ONE

### INTRODUCTION

#### **Background to the Problem**

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, an important innovation 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-centred 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.

The missionaries in Kenya were the chief pervaders of Western Education. It was stated that mission education aimed at improving the general material and moral life of the community. The type of education offered by the missionaries was guided by their general views 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"

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. 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". However, the missionaries differed widely in their interpretation of the 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 no-religious subjects, but as energy and inspiration not as dogmatic truth.

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 Mombassa 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 Christian 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.

The first educational institutions to be established by the various missionary groups in the interior of Kenya laid more emphasis 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, road making, tailoring,

etc. as well as to plant grains, cotton and vegetables.

The brighter students had a chance of learning English. Although English remained the language of instruction, by the 1850s 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 history 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 textbooks 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.

In 1968, most of the missionary schools were taken over by the government. In support of what the government had done, the Kenya Catholic and 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). This was an attempt by the churches to guarantee their continued involvement in religious institutions in their former schools.

Furthermore, 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 teaching-learning resources 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 wellbeing of the country.

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 in 1964 which stated 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 teaching-learning 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.

The missionaries made little use of teaching learning resources, except bibles and hymn books. The students were supposed to memorise 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, teaching – learning resources 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 learner. Some of the classical proponents of 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 drawing, pictures, wall writings and aids, if learning has to take place most effectively. Comenius also advocates methods, which foster learning by experience in form of observing touching smelling 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 deplores the use of symbols in cases where real things can be shown, Sifuna further cites Pestalozzi who learnt from experience that words learnt through rote are entirely meaningless and uninteresting to the child. A child learns best by activity, imitating, drawing, collecting and observing. The main emphasis by these philosophers was 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 teachers wish 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 benefits 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 main task in education should be that of giving directions 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 the 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.

Teaching –learning resources should aim at child-centred education which gear towards the development of curriculum. 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 are 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 emphasised on activity methods of teaching. 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.

Teaching-learning resources should help the learner relate the knowledge he has learnt to his everyday life experience. The life approach calls for teaching from concrete to the abstract and from simple to complex. According to Wittich (1967),

a teacher understands what subject content to the pupils level of readiness.....what kind of communication media and teaching – learning resources are most suitable and appropriate . . . , to arouse pupil's interests....and the creative use of new information.

This means that a broad base of direct experiences is required by means of using a wide range of teaching-learning 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-centred. The same idea of learner-centred education has been discussed by Goldman

in his extensive research entitled 'Religious Thinking From Childhood to Adolescence' reported by 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 centred.

The present Christian Religious Education Syllabus is designed to encourage child-centred approach in the teaching of the subject. That is why life approach orientation is followed in the whole syllabus. According to the syllabus teaching-learning resources are 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 teaching-learning resources not merely at illustrations but to bring about interactions, discussion and discovery.

The teaching of Christian Religious Education in Kenyan schools has been justified on educational grounds as contributing to the fulfilment of national education objectives stipulated in the Ominde Report (1964) and the Kenya Education Act (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 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 fulfils 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 assists the youth of Kenya. Religious Education should instil in the youth a sense of respect for unfamiliar cultures. To meet this challenge, Christian Religious Education 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 secondary schools with courses based on their common Christian faith.

According to the goal of promoting International consciousness, education is supposed to foster positive attitudes to the International Community. Religious Education has fulfilled this goal through the introduction of courses to 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 to producing syllabuses and teaching-learning resources. Together with the Ministry of Education Science and Technology, they all work on Religious Education panel in the Kenya Institute of Education. The syllabuses and teaching-learning materials they develop are used in all the public and private secondary schools in Kenya.

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 demands of books and other teaching-learning materials for the subject. According to the government policy, teaching-learning materials should be developed and produced by the Kenya Institute of Education. The Kenya Institute of Education is the agent which distributes these teaching-learning resources to the schools. This study would be able to find out how these teaching-learning resources in Christian Religious Education are selected and now the students use them. Teachers are ignored in the development of teaching-learning materials and this is not democratic at all because teachers are the ones to implement and impart the

knowledge to the students, which the syllabus and materials intended to reach.

### **Statement of the Problem**

The present Christian Religious Education Syllabus in Secondary Schools advocates a child-centred approach. It encourages the students and the teachers to make use of a wide variety of teaching-learning resources. In meeting this demand, the Kenya Institute of Education has recommended a variety of teaching-learning resources be used in the teaching of the subject. However, many teachers seem to have adopted the teacher-centred approach where they hardly use other teaching-learning 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 as been carried out addressing to the availability and utilization of the resources in the teaching of Christian Religious Education in secondary schools of Migori District. It was therefore important to look at the availability and utilization of teaching-learning resources in this context; their availability, selection and acquisition procedures, types of resources and how students and teachers use them. The main purpose of this study therefore was to investigate the availability and utilization of teaching-learning resources in the teaching and learning of Christian Religious Education in secondary schools in Migori District. Kenya.

## **Objectives of the Study**

The specific objectives of the study were as follows:

1. To identify the availability of instructional materials in sampled secondary schools, in Migori District?
2. To find out factors hindering the affective supply and acquisition of learning resources?
3. To assess the learning resources being used for the teaching of Christian Religious Education in Secondary schools?
4. What criteria do the teachers use in the selection of teaching-learning resources for Christian Religious Education?
5. What types of teaching-learning resources are used for the teaching of Christian Religious Education?

## **Research Questions**

The study attempted to answer the following questions:

1. What teaching-learning resources are available for teaching Christian Religious Education in schools?
2. How are the teaching-learning resources acquired?
3. What factors hinder the effective supply and selection of teaching-learning resources for Christian Religious Education?
4. What criteria do the teachers use in the selection of teaching-learning resources for Christian Religious Education?

## **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 teaching-learning resources. As a result, curriculum developers would be able to look for solutions, which will accelerate and improve the use of the teaching-learning resources. This would improve the teaching and learning of the subject.
2. With the knowledge of problems surrounding the effective use of teaching-learning 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.
3. Teachers' Advisory centres could be challenged to give advice to teachers on the importance of using teaching-learning resources by conducting in-service courses. The centres could therefore be used to produce and supply various teaching-learning resources to schools in their localities. As such, teachers could be encouraged to make use of the teaching-learning resources available at the centres.
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 only to rely on ready-made teaching-learning resources from the Kenya Institute of Education. As such, teachers should be able to make use of locally available teaching-learning resources which are cheap to acquire and easy to make.

5. The findings will also draw the teachers' attention to other teaching-learning resources to be used in teaching of the subject, rather than relying only on the textbooks. The study would therefore increase the teachers' knowledge in this area of teaching-learning resources and enhance useful contribution in developing their own local resources. Teachers will also be made aware that activity methods are not found on a supply of sophisticated teaching apparatus, but the use of creativity can lead to the use of cheap materials.
6. The study could provoke the commercial publishers and book authors to think of a wide range of teaching-learning resources. They should therefore be able to provide schools with resources at relatively cheap prices.
7. The study could raise challenges to stimulate more researchers to undertake a similar study in other districts not covered in this areas.

### **Scope and Limitation of the Study**

This study focused on the availability and utilization of teaching-learning resources for Christian Religious Education. It was a simple survey design limited to ten (10) secondary schools in Migori District, of which five Boys' Boarding Secondary Schools, three (3)

Girls' Boarding Secondary Schools, and two mixed secondary schools were sampled. The study sample comprised ten (10) Christian Religious Education teachers in the ten schools and ten heads of CRE Department.

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 the Migori District. However, the findings of this study will to some extent be applicable to other districts in Kenya.

### **Field Administrative Problems**

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 and history teacher knew little about the teaching of Christian Religious Education because he had not taught the subject. As such, only 9 Heads of CRE. Department were used instead of 10 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.

## **Basic Assumptions of the Study**

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

1. That the use of teaching-learning resources improves the understanding of C.R.E. in secondary schools?
2. That the schools selected for the study are representative of secondary schools in Migori District.
3. That the research findings would provide genuine information reflecting the state of availability and utilization of teaching-learning resources.

## **Definition of Terms**

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

**Audio-Resources:** Refers to those learning aids which promote learning through hearing only. They include radio, tape and disc recordings, telephones and many others.

**Audio-Visual resources:** Refers to aids which promote learning through both seeing and hearing. They include television, films, video tapes, sound film tapes, printed material with recorded sound, demonstrations and many others.

**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.

**Learning resources:** 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.

**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, radios and other audio-visual equipment. It may also have a compressive 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.

### **Organization of Research Project**

This study has been organized into five chapters. Chapter 1 is the introduction, which involves the background to the problem,

statement of the problem, objectives 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 related literature to the study. This review looks at what various educationalists say on the importance of using teaching-learning resources in education and in Christian Religious Education in particular. The review further looks at the available work done in this field of teaching-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 method, research instruments, procedures of data collection and data analysis techniques.

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

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### **Introduction**

In this chapter, literature is reviewed under the following subheadings:

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

#### **Types of Teaching-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 (1996), classifies teaching-learning resources under the following sub-headings;

**Visual materials:** These include both projected and non-projected resources. Examples of projected resources are overhead transparencies, slides, motion pictures, microfilm and

others. The non-projected resources include books, photographs, drawings, carts, maps, posters, chalk boards, and flannel boards.

**Audio-Visual Resources:** These include television films, videotapes, sound filmstrips, printed materials and field trips.

**Audio-resources:** These include lectures, audio tapes, compressed speech, phonograph records, radio and telephone.

The above classification helps the teacher to see more clearly how instructional resources can promote thinking and develop firmly grounded concepts. Meredith and McAleese (1978), state that, the function of a good taxonomy is not merely to order materials, but to order people's thinking about the materials and make use of them appropriately. 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 Butler never came up with such a taxonomy, Dale's Classification of Media was used.

### **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 televisions. Second, cheap production of books has been made possible.

In support of the high demand for educational resources, Meredit 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 facilitates teaching and learning.

Media can therefore enhance interest, comprehension, retention and concreteness to any teaching and learning situation. Use of teaching and learning resources have been viewed by educationists as important if teaching and 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 solutions to problems take the form of all the learning resources that are designed or selected and/or utilized to bring about learning.

This is an indication that teaching and 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 teaching and learning more immediate, give instruction a more scientific base and make access to education more equal.

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) claimed that, "good teaching is good communication and the alert teacher is constantly searching for ways of communicating more effectively with the students". At the same time, he found 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. Sounders (1974) said that;

Visuals rouse interests, give an accurate, impression, help memory, stimulate the imagination and provide a shared experience.

In support of Sounder's 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 Commenius 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.

In supporting the use of Visual Aids, Sifuna (1986) 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 19<sup>th</sup> Century and even up to the present.

Jowi and Njogah (1981), reckoned that learning resources are vital for any effective teaching and 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 teaching and learning, there will be greater perception, understanding, reinforcement and hence easy retention of the subject matter.

Patel (1986) asserted that,

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

Kivui (1999), explained that teaching and learning resources with their sensory experiences, provide not only a point of departure, but also a point of return for the teaching and learning process. Teaching and learning therefore become a process in which the concrete and the abstract interact. Teaching and learning resources especially audio-visual ones, generally appeal more strongly than words alone to the whole person. As a result, in teaching and 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 teaching-learning process. According to Patel (2001), 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 teaching and learning. The auditory stimulus tends to have common proverbs 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 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 Munyulu (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.

Use of resources therefore provides appropriate introduction and learning of new and complex concepts. They also help in motivating the teachers and students to teaching and 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 Dickie (1973) found to 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.

Kennedy in National Society for the Study of Education (1974), examined the question of how icons and images give information. He found that, the teaching and learning process since they can motivate, inform, facilitate memory and evoke further thinking. 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 (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.

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 learners 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 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 teaching and learning resources in Christian Religious Education and some other subjects. The reasons for this shortage were found to be lack of funds and heavy teaching loads that could not allow the teachers to improvise the teaching and learning resources. Such loads left teachers with hardly any adequate time to concentrate on the preparation of teaching and learning resources.

Digolo (1986) did a research on the availability and utilization of community resources in primary schools. 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, sciences 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 (1995) did a study on the learning resource materials in Nairobi's primary schools. He found that most of the books used were published more than 10 years ago. He also found that most of the schools possessed radio, typewriters and duplicating machines. Some schools had pianos, one school had hired films and projectors from the Kenya Film Co-operation. However, because of the high costs of resource materials and other urgent needs such as classrooms, home science rooms, workshops and buying the 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 present educational needs.

Waribua (1996) did a survey on the availability and utilization of teaching and learning resources in Kenya's Primary Teacher's Colleges. The study revealed that teachers did not make much use of teaching and learning resources in the teaching of the subjects. 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. Misoy (1987) did a study on instrumental 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, wall charts, pictures and even lacked facilities like projectors. Lack of textbooks and other teaching and learning materials and unprepared teachers who teach without schemes of work and lesson plans, 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 learners to solve their daily problems. 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 and learning resources. The findings indicated that schools teaching History, Geography and

Religious Education 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 using the teaching and learning resources what matters most are 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 teaching and 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 of 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 had 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 method 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.

### **Selection of Teaching and 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?" Romisowski (1968), has detailed the factors to consider when selecting teaching and 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).

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 that age does affect the choice of media. Their findings indicate that young children are unable to interpret depth cues in pictures. In contrast but using older subjects, their findings were that older people recall more from pictures than words. 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". 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.

### **Acquisitions and improvisation of Teaching and 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 teaching and learning resources 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 educational advisers and curriculum developers. 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 the learners.

Mukwa (1982), perceives resources as being able to help students improve learning. He says that teachers and students 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.

## **The Development of Teaching and Learning Resources Centres**

The idea of teaching and learning resources centres started recently in Kenya originated from the developed countries. Tucker (1987) said that the idea of resource centres began from the theory of resource based-teaching and learning to turn into reality with the penetration of audio-visual resources into education. Many developed countries had steady growth in the use of films and other media in conventional teaching. Tucker (1987) says that, many different practices, such as groupwork, discovery learning, learning by objectives, individualized learning are to coalesce into and grow out of the idea of resource based learning.

Walton and Ruck (1975) wrote about Malcolm's work at Coolsall comprehensive schools concerning the development of teaching and learning resource centres. They said that, 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 technique to develop their professional skills more fully.

The steady development of teaching and 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 schools incorporated the idea of having learning spaces which contained learning resources in the form of book and "non-book".

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 teaching and learning 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 teaching and learning by making both materials and services available to the students. A resource centre is a place for teachers and students, to plan and develop new materials as well as evaluate and select the most desirable of the existing materials for classroom use. In Kenya every District headquarters has resource centre.

### **Use of Teaching and Learning 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.

Students 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 students learn many things. Crippen, further explains how teachers can lead the students 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?

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 truth in a richer way than words alone. She has shown that, drawing, painting and sculpture have traditionally been enough 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 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...

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 materials should be used because they stimulate students' 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. Crimmit (1973), said 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 reckoned that teachers 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.

As a result, it becomes vital to use resources if the Christian 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, 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. Teaching and 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 teaching and learning resources.

An important investigation on the actual materials used for teaching and learning Christian Religious Education in Secondary Schools in Kenya, revealed that few audio-visual are used and the most frequently used books were the Bible and Christian Religious

Education series published by Kenya Institute of Education. 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 related 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 and learning 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 Migori District, Kenya. As a result it was considered improper to project the results of these studies on Christian Religious Education Teaching-learning resources in some selected secondary schools of Migori District, Kenya.

## **CHAPTER THREE**

### **DESIGN AND METHODOLOGY**

#### **Introduction**

This chapter is concerned with the description of strategies and procedures 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 availability and utilization of teaching -learning resources, descriptive survey design was used.

#### **Location of the Study**

Since it was not possible to conduct to conduct the study in the whole of Kenya, Migori District was chosen as the study area. The District was chosen due to its familiarity and accessibility by the researcher. Migori District is one of the twelve districts in Nyanza province. The district is bordered to the North by Homa-Bay district, to the East by Gucha district. To the south by Kuria District and to the West by Suba district.

Migori District has two rivers; these are River Migori and River Kuja and to the South West, it has a large water body-lake Victoria. Most of the District is covered by red-volcanic Soils except in Nyatike Division and part of Suba-West Division, which has black cotton soil. The long rains come between March and July while the short rains from October to December.

Economically, its geographical conditions make some parts of the District Suitable for livestock keeping and agriculture. To the South-West people depend on fishing from Lake Victoria and Cattle rearing for their livelihood. To the East and North has high potential in growing both food and Cash crops. Due to favourable climate and reliable rainfall people grow maize, beans, cassava and millet as staple food. The cash crops grown are Tobacco and Sugarcane. There are some small deposit of copper and gold minerals. These resources encourage economic activities, which places Migori District among the Districts of high economic potential in Nyanza province.

### **Study Population**

The study was conducted among Secondary Schools in Migori District. At present there are 46 secondary Schools, in the District of which 40 are government maintained, and 6 private schools. There are 8 Boys Boarding Schools, 7 Girls Boarding Schools and 31 mixed Boarding and Day Secondary Schools. These Schools have been performing well in the National Examinations. In this study, CRE teachers and Heads of CRE Department were chosen because the availability and effective utilization of teaching and learning resources depends on the concern and the ability of classroom teachers to incorporate the resources in the teaching and learning 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 CRE Department were chosen because they are able to provide adequate information, since they have a vital role to play in influencing the availability and utilization of teaching and learning resources. Through District Communication with individual teachers, staff, departmental, and school based curricular development meetings, they are exposed to several avenues of acquiring resources.

The research subjects were selected from stratified random sample. All the 46 secondary schools in the District were divided into 3 strata, that is boys' Boarding Secondary schools, Girls' Boarding Secondary Schools and mixed Boarding and Day Secondary Schools. The schools were purposely selected, 4 Boys' Boarding Schools, 3 Girls' and 3 Mixed Boarding and Day Schools. There were a total of 10 secondary schools sampled for the research study. All the CRE teachers from the 10 secondary schools were used. The total number of CRE teachers were 26, 15 female and 11 male, and out of 10 Heads of the CRE Department 6 formed part of the sample.

For purposes of lesson observation 6 schools were used in total with 2 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. Teachers' experiences in teaching these classes made it possible for them to be able to use a variety of resources. 18 lessons were supposed to have been observed. Out of 18 lessons only 15 were observed.

## **The Description of Research Instruments**

Data for this study were collected by use of three 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 Department.
2. Lesson observation schedules for Form II and III and a checklist for all the 10 schools.
3. Interview schedules for CRE teachers.

### **Teachers Questionnaires**

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

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

The instrument was divided into four main parts. One part was on the general information of teachers, the other on the types of teaching and resources used, the third part on the selection of teaching and learning resources, the fourth on the analysis of CRE main textbooks. It had both open and closed items. The open items were 7, while the closed items were 27. Total number of items was 34, (see Appendix B).

The questioner for the Heads of CRE Department was 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 teaching-learning resources, and the other on the acquisition and improvisation of resources. There were both open and closed items. The open items were 6, while the closed items were 20. Total number of items was 26. (See Appendix C.)

### **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. 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 teaching-learning resources are used by the students and teachers.

3. To find out the resources availability in Schools.

This instrument had 3 parts. One part was on the preparation of the lesson, the other part was on types of the resources used in the live CRE lesson and the purpose for which teaching-learning resources are used by the students and teachers. Most of the items were closed to allow the researcher to observe accurately. They were 9 in total. A checklist was also used to find out the resources available in all schools. (See Appendix E)

### **Interview Schedules**

The interview schedule was constructed for the purpose of conducting personal interviews with important respondents who are well informed in the teaching on 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 CRE teachers. It had the general information and all the items were open and were 9 in total (See Appendix D).

### **Instrument for Analyzing the Quality of main CRE**

#### **Textbooks**

One of the objectives of the study was to find out the equality 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 analyzing textbooks. They were discussed under three different sub-headings, suitability of material illustrations and production.

- i. Suitability of materials
- ii. 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 2 of the syllabus should be discussed in unit 2 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 the line with the national curriculum objectives. The 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 teaching and learning activities through which desirable teaching-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-grounded 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 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 analyzing 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.

**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 instrument 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.

### **Procedure for Data Collection**

The data collection included the following stages:

1. Obtaining permission from the office of the District Education Officer as required by the law of carrying out a research.
2. Visit to sampled schools to inform the principals about the study and make more arrangement for using of the questionnaires to teachers and Heads of CRE Department.
3. Distributing the questionnaire and conducting the interviews to the relevant respondents using interview schedules.
4. Observation schedules was used on the same days that questionnaires were distributed to schools.

During the visit to the schools, the research subjects were first identified and the purpose 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 interviewers in orders to make arrangements on the most convenient time for he interview schedules. During the interview the researcher took the most relevant information in a notebook. Data collected was put together for data analysis procedures.

### **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 arrangements on information from the tables were recorded. The data from the interview schedules tat 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 three instruments is presented in chapter four of the study.

**CHAPTER FOUR**  
**PRESENTATION OF DATA ANALYSIS AND INTERPRETATION**  
**OF FINDINGS**

**Characteristics of the Christian Religious Education Teachers in Secondary Schools of Migori District.**

The majority of the teachers (57.7%) were female and (42.3%) 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 (77%) had university degrees while 23% had Kenya Advanced Certificate of Education. 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 qualifications and experience.

The study also looked at the teaching experience of the Secondary Schools teacher in sampled schools. These teachers had different years of teaching experience as shown in **Table IV.1.**

Table IV. 1 : Teaching Experience

			N= 26	%
a)	0	-2	0	0
b)	3	-5	0	0
c)	6	-9	11	42.3
d)	10	-above	15	57.7
	<b>Total</b>		26	100.00

Table IV.1 shows that all 100% of teachers had taught for 6 years and above and this showed that their teaching experiences are enough to allow teachers to make use of a wide variety of resources in teaching and learning CRE.

### Teaching Load

The effectiveness with which a teacher teaches his or her subject is to great extent depends on how much work he or she has to prepare for the lessons to be taught. In the teaching profession and especially in Secondary Schools teachers are expected to prepare Schemes of work and lesson plans for all subjects and lessons that they will teach. 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.

**Table IV. 2: Teachers' Workload**

	N= 26	%
< 15	1	3.8
6-20	5	19.2
21-25	14	53.8
> 25	6	23.1
Total	26	100.00

From table IV.2 it is evident that the majority of the teachers (76.9%) taught over 21 lessons a day. Further results from the

heads of department revealed that out of the 26 schools, 11(42.3%) had more than 3 Christian Religious Education teachers, yet in most of these schools only 8(30.7%) had 2 teachers teaching the subject. This means that most of the C.R.E teachers did not teach the subject only but 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 C.R.E, but also other subjects taught in schools. Many of these teachers combined the teaching of C.R.E 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 (P.E). 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.

### **The range of teaching and resources available in schools.**

The Ministry of Education, Science and Technology has urged all the Secondary and Primary Schools 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, 8(80%) Heads of CRE Department 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, 16(61.5%) Heads of CRE Departments reported that their schools had adequate supplies of the main CRE

Textbooks and Supplementary textbooks. Data collected revealed that, chalkboard, exercise and note books and syllabus are some of the most common resources available in schools. Other resources are not common as shown in Table IV.3

**Table IV. 3: Teaching and Learning Resources Available in Schools**

	N = 18	%
God's People Series by CCEA and KCS	16	88.8
CRE Series by K.I.E	16	88.8
BIBLE	16	88.8
CRE Series by Groenewegen and Githige	9	50.0
Supplementary texts	16	88.8
Newspaper Magazines	12	66.6
Maps	4	22.2
Pictures	05	27.8
Posters	03	16.7
Radio Cassette	05	27.8
Slides	07	38.9

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.

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 Teaching and Learning Resources in the Market**

Information Channels	N=18	%
Publishers	16	88.9
Circulars from the Ministry of Education Science and Technology	7	38.9
Newspapers/Magazines	3	16.7
In service Courses	0	00.0
School Inspectors	0	00.0
Principals	0	00.0

Data from table IV.4 show that 16 (88.9%) Heads of CRE Department were made aware of the existence of new teaching-learning resources in the market, especially textbooks by the publishers. The Ministry of Education, Science and Technology recommended textbooks which are published by state firms that is Jomo Kenyatta foundation, the Kenya Literature Bureau (KLB) and Kenya Institute of Education (K.I.E), 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. In the researcher felt that the Ministry of Education, Science and Technology should stop preferring books by the Jomo

Kenyatta Foundation, the Kenya Institute of Education (K.I.E) and the Kenya Literature Bureau as superior to what other publishers produce.

Table IV.4 also indicated that only 7 (38.9%) Heads of CRE Department were informed about resources through circulars from the Ministry of Education, Science and Technology. Other reports from the Curriculum Developers, Christian Religious Education Advisors and inspectors revealed that publications like the **Christian Journal of Religious Education** and in-service Courses were also to inform teachers of the existence of new teaching learning resources in the market. It is unfortunate that Heads of CRE Department had not attended any in-service course.

Departmental meetings were important fora to discuss issues affecting availability and utilization of teaching learning resources. They are easy to organize because they are held within the school and usually when teachers are free from class. Results from this study revealed that only 5 (40%) indicated that they held 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.

**Table IV. 5: Issues Discussed at the Departmental Meetings Concerning Teaching and Learning Resources**

ISSUES	N=9	%
Improvisation of Simple Materials	7	77.8
CRE Scheme of Work	5	55.6
Effective use of Community Resources	3	33.3
CRE Syllabus	1	11.1
Textbooks to buy for CRE	1	11.1

Results from Table IV.5. indicate that 7 (77.8%) Heads of the CRE Departments held departmental meetings to discuss how to improvise resources using simple 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.

### **Acquisition of Teaching and Learning Resources**

Schools in Migori 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 Teaching and Learning Resources**

WAYS OF ACQUIRING	N=9	%
Buying	8	88.9
Donations	5	55.56
Made by the teachers (improvisation)	6	66.67
Made by students (improvisation)	3	33.33
Borrowed	3	33.33

From the responses in Table IV.6, it is clear that majority of the schools 8 (88.89%), bought their teaching 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 Awendo zone. Five schools, (55.56%) got their resources from donors. Examples of resources got from the donors include pictures, statues and overhead transparencies.

Data from the probe questions with the teachers and Heads of CRE Department showed that due to the distance between the schools and the library in Kisii 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 Science and Technology. 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=10	%
Both the school and parents	5	50
Parents	3	30
The school	2	20
TOTAL	10	100

Data from Table IV.7 shows that 5 of the schools (50%), got their students textbooks from a combined effort of the parents and the schools. The Ministry of Education, Science and Technology 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. In getting these resources, teachers and parents are supposed to be assisted to ensure that they are buying the right type of resources especially textbooks. The curriculum developers and school inspectors should be in a better position to assist teachers acquire adequate teaching 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 of the schools had an access to school-based prepared resource. 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 materials development mainly involved teachers and a few students.

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 Migori 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 this district had not been made aware or informed of the existence of such meetings.

Close investigations with the Heads of CRE Department revealed that the present Teacher Advisory Centres Serve Primary and Teacher Training colleges, but it is not serving 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 availability and 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.

### **Factors Hindering the Effective Supply and Acquisition of Teaching-Learning Resources**

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

- (i) From the responses, 6 (60%) Heads of CRE Department reported that lack of funds was a major economic problem hindering the effective supply and acquisition of teaching learning resources.
- (ii) About 9 (90%) Heads of CRE Department complained of the distance between the schools and the Kenya Institute of Education being too far. This made it difficult for the teachers to even borrow the resources available from the institute.
- (iii) Seven (70%) 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.
- (v) About 3 (30%) Heads of CRE Department, 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.

Out of these problems, Heads of CRE Department had the following opinions:

- (i) About 7 (70%) Heads of CRE Department 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 need to establish a compromise between the governments and publishers to ensure that materials are in economic reach of the schools.
- (ii) Four Heads of the CRE Department (40%) 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.
- (iii) The Kenya Institute of Education should be in a position to assist schools in getting adequate resources by lending them what they have. Other Heads of CRE Department 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.

### **Selection of Teaching and Learning Resources**

The expansion of education in Kenya and the desire to provide quality and relevance in teaching- learning has resulted in tremendous development and provision of educational facilities, equipment and teaching-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.

**Table IV. 8: Parties Involved in the Selection of Teaching and Learning Resources**

PARTIES	N=26	%
CRE Teachers	15	57.70
Head of CRE Department	10	38.46
Principal	6	23.06
Students	2	7.70
School Community	2	7.70

Results from Table IV.8 indicate that the CRE Teacher seemed to be playing an important role in the selection of teaching-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 selection of teaching-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: The Criteria Used by Teachers in the Selection of Teaching and Learning Resources**

Criteria	N=26	%
Course Objectives	17	65.38
Nature of Subject Content	15	57.70
Time Available	13	50.00
Ease of Availability	10	38.46
Cost	9	34.61
Ease of Usage	7	26.92

Table IV.9 shows that 17 (65.38%) of the teachers considered course objectives as the most important criteria in selecting teaching-learning resources. Course objectives are important in planning a lesson because they help the teacher select appropriate teaching-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. Fifteen (57.70%) of the teachers considered the nature of subject content as an important criterion in the selection of teaching and learning resources. Subject content is supposed to deepen the students' knowledge attitudes and skills. Knowing the type of content to be taught is very important if the teacher has to choose appropriate teaching and learning resources. Ease of usage is another important criteria to be considered in the selection of teaching and learning resources, yet results show that only 7 (26.92%) 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 teaching-learning resources, if one does not know how to use it.

### **Types of Teaching- Learning Resources used for Teaching CRE in Secondary School**

It is important to note that, although there are different types of resources in the market and in Secondary Schools, not all of them are used for teaching- 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 of Education and those books recommended as supplementary texts. Other resources are Audio-visual and community resources.

### Most Frequently used CRE. Textbooks

There are some main textbooks which have been recommended by the Ministry of Education Science and Technology for use in all the subject offered in Schools and Colleges. For CRE, the recommended textbooks are those produced b Kenya Institute of Education, namely a set of teachers' Guides and a set of Students' Textbooks. But the Ministry has on the advice of Kenya Institute of Education, 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=26	%
God's People Series by CCEA and KCS	26	100.00
The Bible	26	100.00
CRE Series by Groenwegen and Githige	10	38.46
CRE Series by Kenya Institute of Education	8	30.76

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 CCEA and KCS, 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 Books, written by the K.IE, Published by Kenya Literature Bureau.

According to the information given in Table IV.10 all teachers used **God's People Series** and the **Bible**, as the main textbooks. Although CRE Series by Groenewegen and Githige and CRE Series by the Kenya Institute of Education, were used, they were not as popular as the God's People Series. The Teachers Guide Series written by the Kenya Institute of Education was used by only 8 (30.76%) of the teachers. This situation raises some issues since this book is meant to be the main guide for teachers.

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

- (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 (46.15%) 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 a head of the teacher since the books were not enough. This led to slow learning of some students.

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 Library and giving the students assignments.
- (ii) Equipping the school libraries by borrowing books from well-wishers and also raising funds to buy books.
- (iii) Organizing class or group discussions during student/teachers free time. This gives students opportunities to ask question on the areas they did not understand during the lesson.

**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.11

**Table IV. 11: Types of Audio-Visual Resources Used for the Teaching-Learning of Christian Religious Education**

AUDIO-VISUAL RESOURCES	N=26	%
Chalkboard	26	100.0
Newspapers/Magazines	11	42.30
Maps	6	23.07
Posters	5	19.23
Pictures	4	15.38
Radio Cassette	1	3.84

Table IV.11 shows that all the teachers used chalkboard. This was probably due to the fact that chalkboard was available in all the schools. Other most frequently used resources included, newspapers, and magazines, maps, posters and pictures. Few

teachers made use of radio cassettes. This was due to the pressure of work and also because few schools had radios. Use of chalkboard by the teachers was very encouraging because in all the lesson 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.

**(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 make the lesson interesting and students became actively involved in the learning process. As a result students are able to understand the lesson better. Table IV.12 presents some of the community resources used for teaching Christian religious education.

**Table IV. 12: Community Resources Used for Teaching Christian Religious Education**

COMMUNITY RESOURCES	N=26	%
Resource person	11	42.30
Church Buildings	8	30.76
Shrines	3	11.53
Museums	1	3.84
Statues/ Icons	1	3.84
Realia (Real things)	1	3.84

It can be seen from table IV.12 that use of community resources was not very encouraging. However, there were attempts by 11 (42.30%) of the teachers to use resource persons especially for topics in African Traditional Religious 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 1 (3.84%) 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" little learning can be expected to take place under such circumstances.

### **Factors Hindering the Effective use of Teaching- Learning Resources**

Teachers and students in Secondary Schools do not use CRE Teaching-Learning resources as adequately as they are supposed. Many reasons have been given by teachers, as presented below.

- (i) About 13 (50.10%) of the teachers complained of 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

- lessons, 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.
- (iii) Teachers reported that it was difficult to use some of the resources available especially resources persons because of disrupting the school schedules and programmes.
  - (iv) About 11 (42.30%) 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 resource 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.
  - (vi) Eight teachers (30.76%) 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 teaching-learning resources.

Out of these problems, CRE teachers had the following suggestions regarding the use of teaching and learning resources:

- (a) About 17 (65.38%) of the teachers said that there was need to make use of free time, if the resources were to be effectively used. 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.
- (b) Ten (38.46%) 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.
  - (c) Schools should 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.

### **Summary**

The results of the data gathered by means of the three instruments show that CRE Teaching-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 teaching and learning resources available in schools. The fact that teachers lacked adequate guidance on how to select teaching-learning resources led to the poor utilization of the resources. The most community used resources in the actual teaching of CRE included the chalkboard, textbooks and exercise books.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 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.

#### Summary of the findings

##### Research findings revealed that:

- (i) Many teaching and 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, radios, video tapes and many others.
- (ii) The most commonly available materials were the textbooks and a few pictures, charts, posters and newspapers.
- (iii) The majority of the teachers used publishers to inform them of the existence of any new teaching and 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.

## **Acquisition of Teaching and Learning Resources**

Findings from the study revealed that:

- (i) Teaching-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 thing (realia).
- (iii) Few schools held meetings on the production of resources. Most of these meeting were held in schools. Teachers did not use places like teachers' Advisory Centres, Kenya Institute of Education and local community centres.

## **Factors Hindering the Effective Supply and Acquisition of Teaching-learning resources**

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

- (i) School lacked adequate funds to purchase resources.
- (ii) Schools lacked guidance on he materials to be purchased, borrowed or made.
- (iii) Schools lacked fora which could be used o give directions on how to improvise locally available materials.
- (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.

## **Selection of Teaching-Learning Resources**

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

- (i) CRE teachers and the heads of CRE Department played a significant role in the selection of teaching learning resources.
- (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 teaching-learning resources. Few teachers considered ease of usage as important criteria.

Types of teaching-learning resources used in the actual Teaching of Christian Religious Education.

- (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 textbooks.
- (iii) Some teachers were found not to have been using the CRE Teachers' Guide Book.
- (iv) There was a severe shortage of students' textbooks, which made their teaching difficult.
- (v) The most commonly used of the audio-visual resources include illustrations in the textbooks, chalkboard, newspapers, maps and posters. There was hardly any use

(v) of audio-visual resources like radio cassettes, slides and filmstrips.

(vi) There was an attempt by most teachers to use resource persons, and some other community resources.

### **Factors Hindering the Effective use of Teaching-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 storage of resources.

(v) 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.

### **Conclusions**

(i) Teachers found it difficult to facilitate teaching and learning activities due to the inadequacy of learning resources in schools and the market.

(ii) Since very few teachers and students were involved in the improvisation of locally available materials, this contributed to the inadequate supply especially of the audio-visual resources.

- (iii) 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.
- (iv) 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 teaching and learning resources was very much limited to textbooks and few published materials.
- (v) Audio-visual and community resources which had the highest potential for the provision of relevant teaching-learning experiences were rarely used.
- (vi) The teachers seemed to have adopted "books-centred Approach", which made the students passive, since they were not involved in any activities.
- (vii) The fact that few teachers used teaching and 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.
- Viii Teacher's use of chalkboard for giving students notes encouraged rote-learning because students were not involved in any creative critical or heuristic learning.

### **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.

### **Recommendations for Educational policy and practice in Kenya**

1. There is an urgent need to improve the quality and quantity of CRE teaching-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, science and technology 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, Science and Technology under the guidance of CRE. Curriculum developers at the Kenya Institute of Education should organize in-service 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 teaching and 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, Science and Technology 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 improvement in the quantity of resources available in schools.
6. The inspectorate and principals 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. Supervision should also make sure that CRE recommended resources.
8. Curriculum developers and book authors need to update main CRE textbooks to be met 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 basis for improving the utilisation of CRE teaching-learning resources in schools. Therefore the study is expected to be found useful by the C.R.E teachers, media specialists, curriculum developers and policy makers in developing countries, particularly those in Africa.

### **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 followings are some suggestions for further research.

1. A more intensive study should be done to cover all the schools in Migori District since the present study was done in a few schools.
2. There is a need to conduct a research on the relationship between students' performance in C.R.E and the use of teaching and 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 teachers/student attitudes towards the use of teaching -learning resources in the teaching of C.R.E.
4. Further research for a similar nature should be done in other subjects that are taught in Kenyan secondary schools.
5. A study should be done on the C.R.E training programmes in Colleges and Universities to investigate:
  - i. Whether the tutors emphasize on the need for teaching-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 teaching-learning resources.

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Downloaded by: /subject Teacher

### PERMISSION FOR RESEARCH

I am a law graduate student at Kenyatta University currently preparing to conduct a research on the availability and utilization of teaching resources in secondary schools in Nairobi district.

The research will cover all the heads of CRE department and other CRE teachers in the selected secondary schools in Nairobi district. I would also wish to observe CRE lessons in form II and III. The findings will assist in

the improvement of CRE teaching.

I wish to be in your school for data collection in the month of \_\_\_\_\_ and \_\_\_\_\_. I look forward to receive your invaluable assistance to enable me complete my research on time. Thank you in advance.

## APPENDIX A: PRE-CONTACT LETTERS TO SCHOOL

ODEGE DICK JOHN  
KENYATTA UNIVERSITY  
INSTITUTE FOR CONTINUING  
EDUCATION  
P.O BOX 43844  
NAIROBI

Dear head teacher/Subject Teacher,

### RE: PERMISSION FOR RESEARCH

I am a post graduate student at Kenyatta University currently preparing to conduct a study on the availability and utilization of teaching resources for CRE for my Master of Education project.

The research will cover all the heads of CRE department and other CRE teachers in the selected secondary schools in Migori district. I would also wish to observe CRE lessons in form II and III. The findings will assist in making objectives recommendation aimed at improving the teaching of CRE in secondary schools.

I wish to be in your school for data collection in the month \_\_\_\_\_ and \_\_\_\_\_. I look forward to receive your invaluable assistance to enable me complete me complete my studies on time.

Thanks in advances.

Yours faithfully

## APPENDIX B: QUESTIONNAIRE FOR TEACHERS OF CHRISTIAN RELIGIOUS EDUCATION

Please put a tick against the information most applicable to fill in the blank spaces. Some questions may have more than one answer.

**Do not write your name.**

### GENERAL INFORMATION

1. Are you a male or female?
  - (a) Male (    )
  - (b) Female (    )
2. What is your highest academic qualification?
  - (a) KCE (    )
  - (b) KACE (    )
  - (c) University Degree (    )
  - (d) Others (Specify) (    )
3. What is your highest professional qualification?
  - (a) Untrained teacher (form six) (    )
  - (b) Diploma in Education (    )
  - (c) Trained graduate (    )
  - (d) Untrained graduate (    )
  - (e) A.T.S (    )
4. How long have you taught CRE?
  - (a) 0 – 2 years (    )
  - (b) 3 – 5 years (    )
  - (c) 6 – 9 years (    )
  - (d) 10 – above years (    )

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

(a) Yes ( )

(b) No ( )

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

(a) English (Literature and English) ( )

(b) Geography ( )

(c) History and Government ( )

(d) Kiswahili ( )

(e) Social Education and Ethics ( )

(f) Biology ( )

(g) Chemistry ( )

(h) Physics ( )

(i) Mathematics ( )

(j) Others (specify)

.....  
.....  
.....

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

(a) Less than 15 ( )

(b) 16 - 20 ( )

(c) 21 - 25 ( )

8. Which main textbooks do you usually use for teaching CRE in form I – IV?

(a) CRE series by Groenewegen and Githige ( )

(b) God's people series by CCEA and KCS ( )

(c) Bible ( )

(d) CRE series by K.I.E. ( )

9. Apart from the above textbooks, what other books do you usually use for teaching CRE?

(a) Author \_\_\_\_\_

Title \_\_\_\_\_

(b) Author \_\_\_\_\_

Title \_\_\_\_\_

(c) Author \_\_\_\_\_

Title \_\_\_\_\_

(d) Author \_\_\_\_\_

Title \_\_\_\_\_

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

(a) .....

(b) .....

(c) .....

(d) .....

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

(a) .....

(b) .....

(c) .....

(d) .....

12. In view of the lessons allocated to me per week i feel

(A) Overworked ( )

(B) Under worked ( )

- (C) Adequately loaded ( )
13. Have you ever attended an in-service course in CRE?
- (A) Yes ( )
- (B) No ( )
14. For how long have you been involved in the teaching of CRE in your present school?
- (A) One year ( )
- (B) Two years ( )
- (C) Three years ( )
- (D) More than three years ( )
15. Who are involved in the selection of teaching and learning resources for CRE?
- (A) CRE teachers ( )
- (B) Head of CRE Department ( )
- (C) Principal ( )
- (D) Students ( )
- (E) Parents ( )
16. What community resources do you use in teaching and learning CRE?
- (A) Resource person ( )
- (B) Church building ( )
- (C) Shrines ( )
- (D) Museums ( )
- (E) Statues/iconc ( )
- (F) Realia (real things) ( )

## Section 2.

This section of the questionnaire consists of 17 statements designed to get your opinion concerning religious education

teaching. Read each statement carefully and decide what you feel about it. Circle your choice correctly to the letter or letters which indicate how best you agree or disagree with the feeling expressed in each statement. Example:

- (a) Strongly agree SA
- (b) Agreed A
- (c) Undecided U
- (d) Disagree D
- (e) Strongly Disagree SD

Please do not circle more than one letter or letters for each statement.

1. Are there enough CRE textbooks and other related teaching and learning materials provided in this school?  
SA    A    UD    SD
2. The Religious Education Syllabus is too broad and it cannot be covered in time to make time for revision.  
SA    A    UD    SD
3. I approach Religious Education with feelings of hesitation resulting from fear of my incompetence to teach it.  
SA    A    UD    SD
4. The organization of the course content in the Christian Religious Education textbooks is in a clear and sequential order.  
SA    A    UD    SD
5. I am satisfied with the amount and quality of in-service training given to teachers of Christian Religious Education.  
SA    A    UD    SD

6. The recommended Religious Education textbooks and other teaching and learning materials are well illustrated with maps, diagrams, and photographs, which make the subjects easy to teach.

SA  A  UD  SD

7. Christian Religious Education is very popular subject among the pupils in this school.

SA  A  UD  SD

8. I would like teaching Christian Education more than any other subject.

SA  A  UD  SD

9. I find it difficult to prepare a test that would accurately measure the extent to which Christian Religious Education teaching effect towards life.

SA  A  UD  SD

10. The main aims and objectives of Christian Religious Education are not clear to me.

SA  A  UD  SD

11. I really like reading Christian Religious Education books during my free time.

SA  A  UD  SD

12. The of time allocated for Christian Religious Education is not enough to enable teachers and pupils to cover activities suggested in the syllabus effectively.

SA  A  UD  SD

13. The school administration shows keen interest in Christian Religious Education.

SA  A  UD  SD

14. The large number of pupils in my class makes difficult for me to effectively teach Christian Religious Education.

**Section 3**

Kindly answer the following questions which relate to the teaching of Christian Religious Education.

1. Rank the following methods of teaching Christian Religious Education in order of preference. Write
  - (i) Against the method you feel is most suitable
  - (ii) Against the second and so on. Thus ending with the method you feel is least suitable to apply in Christian Religious Education.
  - (a) Discussion method ( )
  - (b) Group project method ( )
  - (c) Story telling method ( )
  - (d) Role playing method ( )
  - (e) Tape Recording ( )
  - (f) Any other \_\_\_\_\_
  
2. (i) how often do you evaluate the pupils teaching and learning outcome in Christian Religious Education? Indicate a tick in the appropriate bracket the average number of time of evaluation per term.
  - (a) In the first month of the term
    - None ( )
    - Once ( )
    - Twice ( )
    - Thrice ( )
    - More than thrice ( )

(b) In the second month of the term

- None ( )
- Once ( )
- Twice ( )
- Thrice ( )

(c) In the third month of the term

- None ( )
- Once ( )
- Twice ( )
- Thrice ( )
- More than thrice ( )

(ii) Please list some of the teaching and learning resources that you use in evaluation process

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....

2. What factors you think could be affecting the utilization of teaching and learning resources in the Christian Religious Education Curriculum.

- 1. ....
- 2. ....
- 3. ....

3. What factors do you think could be affecting the utilization of teaching and learning resources in the Christian Religious Education Curriculum.

- 1. ....
- 2. ....

3. ....
4. What suggestion would you give for better utilization of teaching and learning resources in Christian Religious Education?

1. ....
2. ....
3. ....

General Information

1. Are you a male or female

(a) Male

2. What is your highest academic qualification?

(a) PACE/CE

(b) FAACE/YACE

(c)

3. What is your highest academic qualification?

(a) Untrained teacher (form six)

(b) P1

(c) P2

(d) A/S

(e) Diploma in Education

(f) Trained Graduate

4. How long have you taught CRE?

(a) 0 - 2 years

(b) 3 - 5 years

## APPENDIX C: QUESTIONNAIRE FOR HEADS OF CRE DEPARTMENT

This section of the questionnaires seek information about the availability, acquisition, utilization and improvising of CRE teaching and learning resources. And also the teaching and evaluation procedures. Please respond to all the questions as honestly and accurately as possible since the information most applicable for you or fill in the black spaces. Some questions may have more than one answer.

### General Information

1. Are you a male or female
  - (a) Male ( )
  - (b) Female ( )
  
2. What is your highest academic qualification?
  - (a) EACE/KCE ( )
  - (b) EAACE/KACE ( )
  - ©University degree ( )
  - (d) Others specify

---
  
3. What is your highest academic qualification?
  - (a) Untrained teacher (form six)( )
  - (b) P1 ( )
  - (c) S1 ( )
  - (d) ATS ( )
  - (e) Diploma in Education ( )
  - (f) Trained Graduate ( )
  
4. How long have you taught CRE?
  - (a) 0 – 3 years ( )
  - (b) 4 – 6 years ( )

9. (c) 7 – 10 years ( )  
 (d) 11 – above years ( )

5. For how long have you been?

	Number of years
A teacher?	
A teacher at the present school	

6. How many times have you attended in-service course in CRE as your teaching subject?

- (i) Once ( )  
 (ii) Twice ( )  
 (iii) Thrice ( )  
 (iv) More than thrice ( )  
 (v) Never ( )

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

- (a) Yes ( )  
 (b) No. ( )

8. Approximately at what frequency do you make your: -

- (a) Schemes of work? ( )  
 (i) Once a month ( )  
 (ii) Once a term ( )  
 (iii) Once a year ( )  
 (iv) Not at all ( )

(b) Lesson plan?

- (i) Daily ( )  
 (ii) Once a week ( )  
 (iii) Once a term ( )  
 (iv) Not at all ( )

9. What other subjects (s) a part from CRE do you teach at present?

.....  
.....

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

.....  
.....

### Teaching and Learning Resources

1. Does your school have adequate teaching and learning resources?

(a) None at all ( )

(b) Adequate ( )

(c) Inadequate ( )

(d) Who are involved in the selection of resources that you require for teaching and learning CRE? ( ) ( )

(a) Students ( )

(b) CRE – teacher (s) ( )

(c) Head of CRE Department ( )

(d) Principal ( )

(e) Others specify ( )

.....

2. What criteria do you use in the selection of teaching and learning resources?

(a) Lesson objectives ( )

(b) Nature of the syllabus topic ( )

(c) Time available ( )

(d) class size ( )

(e) Coverage of syllabus topic ( )

- (f) Age of students ( )
  - (g) Expense of resources ( )
  - (h) Others (specify)
- .....

3. Are CRE audio – visual resources in terms of quality?

- (a) More than adequate ( )
- (b) Adequate ( )
- © Inadequate ( )
- (d) None at all ( )

4. Does the school get adequate supply of CRE textbooks?

- (a) Yes ( )
- (b) No ( )

5. How are you informed of the existence of new CRE teaching and learning resources in the market?

- (a) Circular from the ministry ( )
- (b) Principal ( )
- (c) In – service course ( )
- (d) School inspectors ( )
- (e) Publishers ( )
- (f) Newspaper/magazines ( )

6. (i) Do you hold CRE Departmental meetings?

- (a) Yes ( )
- (b) No ( )

(ii) If the answer to 7(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 time (specify)

.....  
7. What issue concerning CRE teaching and learning resources do you discuss?  
.....  
.....

8. (i) are you given any incentives in this school to activate teachers in CRE Department?

(a) Yes ( )

(b) No ( )

(ii) If yes, what type of incentive? List here below

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. (i) What is the commitment level of your teachers in CRE Department?

(a) High ( )

(b) Moderate ( )

(c) Low ( )

(ii) What are the reasons for your answer?

\_\_\_\_\_  
\_\_\_\_\_

10. When did you inspect your teachers' schemes of work?

(a) Last month ( )

(b) Last term ( )

(c) Last year ( )

(d) Last week ( )

(e) Not at all ( )

11. List down some possible solutions that can improve the implementation of CRE Curriculum in secondary schools.

.....

.....

.....

.....

## APPENDIX D: INTERVIEW SCHEDULE FOR TEACHERS

1. (a) Do you feel that you are getting enough professional guidance in the teaching of Christian Religious Education? Please explain.

.....  
.....

(b) If "yes" who provides the professional guidance?

1. \_\_\_\_\_  
2. \_\_\_\_\_

(c) Through what method is the professional help provided

1. \_\_\_\_\_  
2. \_\_\_\_\_

2. (a) Have you been involved in the designing and developing of the Christian Religious Education Programme at K.I.E? Please explain

1. \_\_\_\_\_  
2. \_\_\_\_\_

(b) If the answer in 2(a) is "yes" how satisfied were you in the process of designing and developing Christian Religious Education at K.I.E? Please explain.

1. \_\_\_\_\_  
2. \_\_\_\_\_

3. Do you think that Christian Religious Education Programmes or teaching is

(a) Enjoyable to pupils? (explain)

.....  
.....

(b) Popular among entire teaching staff (explain)

.....  
.....

(c ) Popular among entire teaching staff (explain)

.....  
.....

(d) Popular among the pupils (explain)

.....  
.....

(e) Popular among the community around the school (explain)

.....  
.....

4. What suggestions and comments would you offer in connection with the teaching and learning Christian Religious Education?
5. (i) Briefly list down other difficulties encountered in teaching and learning CRE

.....  
.....

Suggest solutions to these problems.

.....  
.....

6. (i) what teaching and learning resources do you use for teaching and learning CRE?

.....  
.....

(ii). Do the students improvise the teaching and learning resources? (state examples)

.....  
FORM ..... TIME .....  
.....  
LESSON .....  
TOPIC .....

Preparation

Schemes of work

(A) does the school have (RE) scheme of work?

- i. Yes
- ii. No

(B) Have teaching resources been indicated?

- i. Yes
- ii. No

1. Lesson plan

Does the teacher have a lesson plan?

- i. Yes
- ii. No

(b) Are the teaching and learning resources been prepared to suit the lesson?

- i. Yes
- ii. No

(c) Are the teaching and learning resources available in quantity?

- i. Yes
- ii. No

## APPENDIX E: OBSERVATION SCHEDULE

### Lesson observation schedule

FORM \_\_\_\_\_ TIME \_\_\_\_\_

LESSON \_\_\_\_\_

TOPIC \_\_\_\_\_

OBJECTIVES \_\_\_\_\_

### Preparation

#### 1. Schemes of work

(A) does the school have CRE scheme of work?

i. Yes

ii. No

(b) Are the teaching and learning resources been indicated?

i. Yes

ii. No.

#### 2. Lesson plan

(a) Does the teacher have a lesson plan?

i. Yes

ii. No

(b) Are the teaching and learning resources been prepared to suit the lesson?

i. Yes

ii. No

(c) Are the teaching and learning resources suitable in quality?

i. Yes

ii. No

3. What are teaching and learning resources used in the actual CRE Lesson?

RESOURCES	ONE BEING USED	WHO USES	TEACHER
		STUDENTS	
Chalkboard			
Notice board			
God's people by CCEA and KCS.			
CRE Series by Groenewegen and Githige			
Bible			
Resource person			
Other textbooks			
Notebooks			
Newspapers			
Pictures			
Maps			
Globes			
Posters			

4. Does the teacher write legibly on the chalkboard?

- i. Yes
- ii. No