

**TEACHERS' KNOWLEDGE AND SKILLS ON THE USE OF LIFE
APPROACH IN THE TEACHING OF CHRISTIAN RELIGIOUS
EDUCATION IN BUNGOMA COUNTY, KENYA**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER OF EDUCATION DEGREE IN
RELIGIOUS EDUCATION, DEPARTMENT OF
CURRICULUM, INSTRUCTION AND
EDUCATIONAL MEDIA,**

MOI UNIVERSITY

NOVEMBER, 2017

DECLARATION

Declaration by Candidate

The thesis entitled “Teachers’ knowledge and skills on the use of the Life Approach in teaching of Christian Religious Education” is my original work and has not been presented for award of any degree in this or any other University. No part of this thesis may be reproduced without the permission of the author and/or Moi University.

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DEDICATION

I dedicate this work to my parents Simion Chepkwony and Nancy Kirui, and my children Diana Ongeti and Davies Ongeti.

ACKNOWLEDGEMENT

This work would not have taken the form it has without the help of many people. First and foremost, I thank Moi University for providing the opportunity to study. Second, I would like to express my deep gratitude to Dr. Anne Kisilu and Mrs. Musamas Josephine, my two research supervisors, for their patience, critical guidance and encouragement throughout my thesis writing. I personally selected them because of their strong qualities. I could not have had more friendly supervisors. Third, I acknowledge the great work done by Professor Laban Ayiro, my professor in Research Methods. He generated in me the desire to read widely and conduct rigorous research. Fourth, I acknowledge the participants who agreed to participate in this study. Were it not for them, this study would not have been complete. I am grateful to my husband, Khaemba Ongeti, for his push for me to enroll for postgraduate studies in the first place, and his inspiration in my studies this far. Finally, I wish to thank my mother-in-law who took care of my young children while I was studying. Her support and encouragement throughout my study and research work is highly appreciated.

ABSTRACT

The Kenya National Examination Council reports for 2011, 2012 and 2013 show a decline in Christian Religious Education performance. General enrolment for Christian Religious Education in schools and universities is low compared to enrolment in other subjects. The Teachers' Service Commission acknowledges the acute shortage of Christian Religious Education teachers in Kenyan secondary schools. Whether it is staff shortage or the quality of teaching that influences performance levels is not known. Out of the many methods of teaching Christian Religious Education, the unacknowledged, perhaps, is the Life Approach. Teachers' knowledge and skills and their use of Life Approach of teaching have not been sufficiently documented. The purpose of this mixed method, exploratory research study was to analyze and evaluate teachers' knowledge and skills on use the of Life Approach in teaching Christian Religious Education among teachers in public secondary schools within Bungoma County. The specific objectives were to; determine teachers' knowledge on Life Approach in the teaching of Christian Religious Education; determine the pre-service and in-service training level of teachers of Christian Religious Education in the use of Life Approach in teaching Christian Religious Education; Generate and analyze teachers' attitudes towards the use of Life Approach in teaching Christian Religious Education in public secondary schools in Bungoma County and last, determine teachers' utilization of the Life Approach in teaching Christian Religious Education. This study was guided by the Rogers and Frieberg theory of experiential learning. Experiential learning refers to applied knowledge and it addresses the needs and wants of the learners. The study utilized the exploratory research design. There were 206 public secondary schools with about 400 teachers of Christian Religious Education. The population of this study comprised all teachers of Christian Religious Education teachers in Bungoma County. Ten percent of the schools were selected using stratified sampling on the basis of national, county and sub-county schools. From each selected school, 2 CRE teachers were randomly selected using probability sampling procedures. To collect data, self-report questionnaire, interview guides, and document analysis and observation schedule were used. Questionnaire content analysis was used to place responses in themes in pursuit of stated objectives. Descriptive statistics method was used to facilitate data exploration for better understanding of issues. Data summary techniques such as standard deviation and means were used. The results of this study show that the teachers of Christian Religious Education have the knowledge and skill on Life Approach. However, many are reluctant to fully utilize knowledge and skills they acquired in pre-service and in-service training. Teachers were also found to have positive attitudes towards the use of Life Approach. Teachers were also found not to utilize the schemes of work and lesson plans in their class presentation. This study concluded that teachers have the knowledge and skills on use of Life Approach but do not utilized it. It is recommended that teachers be exposed to more in-service opportunities to stimulate their use of Life Approach in live lessons.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

Methods for teaching Christian Religious Education (CRE) in Kenya secondary schools have evolved over the years. The evolution of different teaching methods and approaches to Christian Religious Education is the result of the search for better ways to teach religious education and make it more relevant to modern life (Buchanan 2003, 2005a). Many years ago and for a long time, teaching CRE was akin to preaching and conversion. Nevertheless, through time, educationists have advocated for better methods of teaching where CRE is based on real life experiences, and is socialized so that learners see a connection between events described in the Holy book and modern experiences. Hence, the emergence of new methods for teaching CRE such as the Life Approach. Life Approach has been recommended by the Ministry of Education as well as other stakeholders of Religious Education.

However, the introduction of new approaches does not mean that they will have a direct effect on the practice of teachers (Crockett, et. al. 2007). It was not known whether teachers actually apply the Life Approach in the classroom. Indeed, Life Approach has been grossly misunderstood by teachers (Kulali, 2013). She describes Life Approach as a burden to teachers. It is crucial that practicing teachers should have requisite knowledge and skills to enable them to deliver the subject content effectively through selection of methods which make teaching learner-centred. Teachers are expected to teach CRE using Life Approach in order to enable learners to have clear understanding and appreciation of the content of Christian Religious Education. However, the extent

of teacher's knowledge and skills and ability to use this approach had not been sufficiently documented. This study was an attempt to contribute to a better understanding of the application of Life Approach in schools.

This chapter covers the following subtopics; background to the study, the problem statement, the purpose of the study, research objectives, justification of the study, the significance of the study, limitation of the study, assumptions of the study, theoretical perspective, conceptual framework, operational definitions of terms and chapter summary.

1.1 Background to the Study

Even the best curriculum and the most perfect syllabus remains dead unless quickened to life by the right methods of teaching and the right kind of teachers (Kochar, 1992). This statement was made decades ago but still rings true today. In view of Kochar's statement, teachers' knowledge and skills in the teaching of CRE plays a vital role in performance in the subject. According to Chukwu (2001), teachers' knowledge and skills are a very important component for implementation of their day to day tasks. He further claimed that for a teacher to effectively perform his/her work in class he/she should have the knowledge of content and the required skills so as to impact positively on the life of students. Teacher training should be intensive and extensive. This will enable teachers to implement the ever changing curriculum efficiently and effectively.

There have been many changes in the CRE syllabus since its inception in Kenya secondary schools. One of the changes that were made was the introduction of Life Approach in 1978. The approach emphasizes the use of the learners' day – to – day experiences as the basis of teaching CRE. However, some changes in curriculum have failed due to lack of knowledge and skills and lack of understanding about the

theoretical underpinnings of the curriculum (Buchanan & Engebretson 2009, Ryan 2001).

According to the Kenya Institute of Curriculum Development (KIE) (2002), the teaching of CRE has the following general objectives:

By the end of the course the learner should be able to;

- i. Gain insights into the unfolding of God's revelation to human kind through; their personal experience, the African Religious Heritage, the biblical relation as whole and specifically in Jesus Christ, and the Christian community.
- ii. Use the acquired social, spiritual and moral insights to think critically and make appropriate moral decisions in rapidly changing society.
- iii. Appreciate and respect their own and others peoples cultural and Christian beliefs and practices.
- iv. Acquire the basic principles of Christian living and develop a sense of self-respect and respect for others
- v. Promote international consciousness through the understanding of universal brotherhood and sisterhood.
- vi. Contribute positively to the transformation of self and society as a whole.
- vii. Acquire knowledge for further studies in various career fields.

Source: (<http://www.elimu.net/secondary/kenya/KCSE>)

From the above objectives, it is clear that the teaching of CRE in Kenyan schools is very important, though its teaching has not been accorded the attention it deserves. The

right methods of teaching and the right kind of teachers should be employed in order to meet the above objectives. Shiundu and Omulando (1992) noted that in actual instruction it is the responsibility of the teachers to provide a suitable environment for implementation. A suitable environment enables learners to enjoy the learning process. This will then yield better results in CRE.

Although the KICD has listed the general objectives which should be achieved at the end of the course, the performance of CRE is still wanting in Kenyan secondary schools. The Kenya National Examination Council (KNEC) in their statistics of KCSE results in recent years clearly show low performance in CRE. From the low achievement by learners it cannot be extrapolated that the general objectives are attained. Following is a table showing the performance of CRE nationally and in Bungoma County in the recent years.

Table 1.1: National performance in CRE

YEAR	SCORE %	MEAN SCORE
2011	48.93	C-
2012	44.03	C-
2013	47.96	C-
2014	53.14	C

Source: Kenya National Examinational Council (KNEC) reports of 2011, 2012, 2013 and 2014

Table 1.2: Bungoma county K.C.S.E performance of CRE

YEAR	SCORE %	MEAN SCORE
2011	49	C-
2012	50	C
2013	48	C-
2014	52	C

Source: Kenya National Examinational Council (KNEC) reports of 2011, 2012, 2013 and 2014

The national performance of CRE in KCSE in the year 2012 dropped. The Ministry of Education noted that there was a decline in CRE performance from 48.93% in the year 2011 to 44.03% in 2012. It is also noteworthy that the mean scores are all below the halfway mark in a subject that is compulsory in majority of schools. The decline may have been due to various factors. Factors may include the absence of or few number of CRE teachers in each secondary school in Kenya. In 2013 the performance of CRE slightly improved from the previous year. Although the Minister for Education while releasing the K.C.S.E examinations in February 2014 did not mention the reasons that lead to poor performance of CRE nationally, poor performance raises alarm bells particularly because it is not clear where the problem lies. It may be arising from the learners, the teachers, other stakeholders in education, or, the curriculum itself. In 2014 the performance of CRE was slightly above average at 53.14%. The performance of CRE in Bungoma County is also wanting. According to 2014 KCSE statistics female students performed better in CRE compared to males.

Currently Religious Education is expected to be life-centred. The Christian religion begins from below, from man's own experience. It is only by experiencing life at its depth that individuals find meaning for their existence in the doctrines of their faiths. What is not apparent to many teachers of CRE is that religion is life. God does not exist only in the holy places. God is alive within man, and wherever two or three are gathered. Religious education should lead people to explore their own experience and to make a continuing search for truth, love, development and peace. Life Approach in the teaching of CRE means beginning with the actual day-to-day experiences of the learner and moving out through a reflection of these to a religious understanding of them. The Life Approach aims at guiding the learner to examine his experience in the light of God speaking to him and through that, experience the harmony in the inner self. In the Bible, God spoke to Moses, Abraham, Jacob, David, Nathan and Adam. Today does God speak to anyone? Teaching using the Life Approach requires that teachers understand and demonstrate how God continues to speak to us through our personal experiences. Knowledge of the Life Approach by teachers was not known. There was need to investigate teachers' knowledge of what Life Approach entails.

There was also need to investigate teachers' attitudes on the use of the Life Approach. Ongeti (1986) noted that the need for teachers' positive attitudes towards a subject is important because a relationship exists between attitudes and achievement. Galton and Williamson (1992) further noted that teacher's attitudes towards certain teaching strategy affects the choice of teaching methods. Further, some teachers will resort to particular teaching methods simply because they are comfortable with the methods. Most teachers tend to use lecture method because it has always been the central teaching strategy in higher education. Secondary school teachers cascade the lecture method they saw at university to their secondary school classes. The lecture method is teacher-

centred. The Life Approach is more learner-centred. This study sought to find out the teachers' attitudes towards the use of Life Approach to CRE.

Wambui (2002) in Pascal (2013) noted that most teachers are driven to cover the syllabus, thinking that covering a syllabus is synonymous with effective teaching. Teachers tend to cover a syllabus meant for four years in two and half years. Most secondary school teachers in Kenya try to cover CRE syllabus on time for the sake of national examination. Otieno (2011) in Pascal (2013) agrees that an examination oriented and overburdened curriculum in Kenya has made teachers rely on teacher-centered methods. This includes lecture method rather than learner-centered methods such as the Life Approach. Vivere (2014) further noted that many people have decried the examination-based learning rampant in secondary schools which results in learners graduating with very good grades but cannot apply the knowledge in real life situations. Learner-centered methods place emphasis on the person who is doing the learning (Weimer, 2002). The teacher-centered methods view learners as empty vessels whose basic role is to receive information passively. Poorman (2002) also observed that true learning cannot take place when learners are passive observers of the teaching process. Hence there is need for teachers to use more of learner-centred methods.

Kerubo (1994) conducted research which focused on challenges facing teachers using the Life Approach. Her research was also designed to find out whether CRE teachers were academically and professionally prepared to use the Life Approach in teaching CRE in secondary schools and whether they encountered any problems in their use of the Life Approach. Onsongo (2001) conducted research on the use of Life Approach in teaching Christian Religious Education in secondary schools. Her research was to find out the utilization of Life Approach in teaching CRE in secondary schools.

Wambui (2013) conducted research on constraints facing teachers of Christian Religious Education in using the Life Approach in secondary schools in Nairobi East District in Kenya. The purpose of her study was to identify ways in which the various constraints facing teachers of CRE in the use of Life Approach can be adequately addressed. Owusu (2000) conducted research assessing the impact of Life Approach Method of teaching Christian Religious Studies among selected senior high schools in Brong Ahafo Region of Nigeria. The purpose of his research was to find out if the teachers of Christian Religious Studies use Life Approach effectively. None of the aforementioned research reports discuss knowledge and skills of teachers. Little was known about teachers' knowledge and skills in using the Life Approach for teaching CRE. There was need to investigate teachers' knowledge and skills and their use of Life Approach in teaching Christian Religious Education in secondary schools in Kenya.

1.2 Statement of the Problem

During the colonial era CRE featured as a dominant school subject (Anderson, 1979; Ayot, 1986). Today the teaching and learning of CRE in Kenya secondary schools is not considered as important as the teaching and learning of science-orientated subjects. Students are encouraged to take up science oriented subjects in order to get better professional careers in the future. According to Twalib (2014) students need to embrace science and mathematics subjects in order to play part in the industrialization sector of Vision 2030. Indeed Form Three and Four students in Kenya are compelled to enroll for Mathematics, English, Kiswahili, Biology, and Chemistry as core subjects. CRE and six other subjects make up the pool from which KCSE candidates may choose three optional subjects. According to Eshiwani (1986) CRE is rated poorly by learners as having minimal contribution to the job- market. The number of KCSE students who take CRE as a subject has declined over time. Hence, the position of CRE subject in

the Kenyan society is downplayed. There is under-enrolment of students in schools and universities. One consequence of the low uptake of CRE by students at university is shortage of teachers in secondary schools. It is therefore important for research to seek to improve understanding on the impact of methods of teaching CRE and whether these also contribute to the declining status of the subject in secondary schools in Kenya.

In any educational change, teachers are considered to be the change-makers. Changing teachers' practices to facilitate educational change requires some transformation in teachers' beliefs, knowledge, attitudes and skills (Fullan & Stiegelbauer, 1991). Teachers' knowledge and skills then have an impact on classroom activities which, in turn, have an effect on the success of the lessons and the overall performance of students. No study known to this researcher had been mounted to ascertain teachers' knowledge and attitude of the impact and the efficacy of the Life Approach. Hence the big question the researcher asked was "Do teachers have the necessary knowledge and skills to teach CRE using the Life Approach?"

1.3 The Purpose of the Study

The purpose of this exploratory, mixed methods research study was to explore and document the knowledge and skills level among teachers involved in the teaching CRE using Life Approach within public secondary schools in Bungoma County, Kenya.

1.4 Objectives of the Study

The research objectives for this study were to;

- i. Determine teachers' knowledge of the Life Approach in the teaching of Christian Religious Education in public secondary schools in Bungoma County.

- ii. Determine the pre-service and in-service training level of teachers of CRE on the use of Life Approach in the teaching of Christian Religious Education in public secondary schools in Bungoma County.
- iii. Generate and analyze teachers' attitudes towards the use of Life Approach in teaching Christian Religious Education in public secondary schools in Bungoma County.
- iv. Determine teachers' utilization of the Life Approach in presenting CRE lessons in public secondary schools in Bungoma County.

1.5 Research Questions

Consequent upon the above objectives, the research questions for this study were;

- i. What is the teachers' level of knowledge on the use of the Life Approach in the teaching of Christian Religious Education in public secondary schools in Bungoma County?
- ii. What is the pre-service and in-service training level of teachers of CRE on the use of the Life Approach?
- iii. What are the teachers' attitudes towards the use of the Life Approach in the teaching Christian Religious Education in public secondary schools in Bungoma County?
- iv. How do teachers utilize the Life Approach in presenting CRE lessons in public secondary schools in Bungoma County?

1.6 Justification of the study

Christian Religious Education is a major force in human experience. It is a complex interdisciplinary field with direct relevance to the world we live in (Rennie, 2009). It is also a major source of inspiration, meaning, politics, art and literature. It acts as a major transnational force across the globe. It has also been viewed as one of the means to restore moral and social order in society. However, despite the role which CRE plays in the Kenyan society, it has not been considered as an important subject. Achola and Pillai (2001) observed that most secondary schools in Kenya, parents and public leaders emphasize passing of examinations and specifically in Mathematics and Science-oriented subjects at the expense of subjects which are not linked to direct employment in industry such as CRE.

Several studies have been done on the Life Approach in teaching of CRE in secondary schools (Kerubo 1994, Onsongo 2001, Wambui 2003), but less has been done on teacher's knowledge and skills on use of Life Approach when teaching. Thus, in the absence of published research on teacher's knowledge and skills on use of Life Approach to teaching CRE this particular research was crucial and timely.

1.7 The Significance of the Study

The teaching of CRE using Life Approach has been emphasized greatly in the Kenya Institute of Curriculum Development syllabus. However, it was not clearly known if the teachers had the knowledge and skills necessary to use this approach. Teachers are a critical component to the curriculum implementation process. Whether or not teachers have the requisite knowledge about a method of teaching is important for its utilization. This study is significant to the curriculum specialist and all CRE teachers in that, the findings reported herein will assist them in making the right decisions about the Life

Approach in secondary schools in Kenya. The researcher also hopes the study findings will help teacher trainers to identify their strengths and weaknesses in the training of teachers of CRE in utilizing the Life Approach when teaching. The findings for this study presented in Chapter Four hopefully attempt to reveal the hitherto unknown quantities and qualities about teachers engaged in the teaching of CRE using Life Approach. In Chapter five suggestions are made on how to bridge the perceived gap.

1.8 Scope of the Study

This study dealt with the teachers' knowledge and skills on Life Approach in the teaching of CRE in public secondary schools. The population of interest was the teachers teaching CRE. The study was carried out in public secondary schools in Bungoma County. The researcher specifically dealt with teachers of CRE in selected public secondary schools in Bungoma County. The researcher considered the teachers in this study as having characteristics similar to those of teachers in other Counties in Kenya. The teacher characteristics in question are such as training, gender and experience. The researcher used self-report questionnaire, lesson observation guide, interview guide, and document analysis to generate data. The data was collected from May to August 2015.

1.9 Limitations of the Study

The likely potential weaknesses of this study could have been; cases of questionnaires and document analysis getting lost or not being returned; and researcher bias during observation. Nevertheless, through triangulation of data collection methods some of these weaknesses were reduced to a minimum. Thus the findings of this study may be generalized to the other counties of Kenya.

A second potential weakness in this study was methodological. Teaching is a long term process. To observe teachers using or not using Life Approach would best be done in a longitudinal study. Nevertheless, owing to dictates of time this researcher adopted a cross-sectional survey. This may be a limitation in this study. However, researchers may conduct similar studies in other parts of the country with the aim of better understanding the teachers' knowledge and skills on Life Approach in the teaching of CRE.

1.10 Assumptions of the study

The study was based on the following assumptions;

- i. That tools prepared were reliable in collecting requisite data.
- ii. All the teachers had been trained appropriately in all methods of teaching CRE including Life Approach.
- iii. The respondents would cooperate in giving information during data collection.
- iv. Teachers in schools in Bungoma County used the Life Approach when teaching CRE and it would be possible to observe the practice.

1.11 Theoretical Perspective

This study was based on Rogers and Frieberg (1994) theory of experiential learning. According to the theory, there are two types of learning; cognitive learning (memorizing facts) and experiential learning (doing and experiencing). The cognitive corresponds to academic knowledge such as learning vocabulary or names of people or places in the Bible. The experiential refers to applied knowledge. The key distinction is that experiential learning addresses the needs and wants of the learners. Carl Rogers and Jerome Frieberg (1994) list the following principles for experiential learning:

- i. Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- ii. Experiences are structured to require the student to take initiative, make decisions and be accountable for results.
- iii. Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solve problems, assuming responsibility, being creative and constructing meaning.
- iv. Students are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces an attitude that the learning task is authentic.
- v. The results of the experiential learning are personal and form the basis for future experience and learning.
- vi. Relationships are developed and nurtured: student to self, student to others and student to the world at large.
- vii. The teacher and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experiences cannot totally be predicted.
- viii. The teacher's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting students, ensuring physical and emotional safety, and facilitating the learning process.

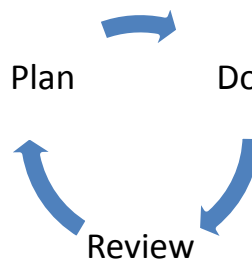
- ix. The teacher recognizes and encourages spontaneous opportunities for learning.
- x. Teachers strive to be aware of their biases, judgments and pre-conceptions and how these influence the student.
- xi. The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

In experiential learning, the teacher guides rather than directs the learning process where students are naturally interested in learning. The teacher assumes the role of facilitator and is guided by a number of steps crucial to experiential learning as noted by (Wurdinger & Carlson, 2010, p. 13). These steps are as described below. The teacher should;

- i. Be willing to accept a less teacher-centric role in the classroom way.
- ii. Approach the learning experience in a positive, non-dominating way.
- iii. Identify an experience in which students will find interest and be personally committed.
- iv. Explain the purpose of the experiential learning situation to the students
- v. Share their feelings and thoughts with their students and let them know that they are learning from the experience too.

- vi. Tie the course learning objectives to course activities and direct experiences so students know what they are supposed to do.
- vii. Provide relevant and meaningful resources to help students succeed.
- viii. Allow students to experiment and discover solutions on their own.
- ix. Find a sense of balance between the academics and nurturing aspects of teaching.
- x. Clarify students' and teachers roles.

Rogers describes experiential learning as planning, doing and reviewing. Planning entails setting a goal, deciding the activities to achieve the goal and deciding expected outcome. Doing is engaging in activities and self- directed learning. Reviewing checks the effectiveness and compares the actual outcomes with the expected outcome.



Experiential Learning Cycle according to Carl Rogers

Figure 1.1 Experiential Learning Cycle

Source:

<http://www.wilderdom.com/experientia/elc/ExperientialLearningCycle.htm>

The researcher applied these principles and teachers' roles in facilitating experiential learning for Life Approach in the teaching of CRE. The Life Approach borrows from the experiential theory since the teacher takes a less centric role in the classroom. This study used the theory of experiential learning in the attempt to describe, analyze and evaluate teachers' knowledge and skills on the use of Life Approach in the teaching of Christian Religious Education in Public secondary schools in Bungoma County.

1.12 Conceptual Framework

This researcher understands conceptual framework to be a way of linking all the elements of the research process, research disposition, interest and personality, literature and theory and methods as explained by Ravitch and Riggan (2013). Conceptual framework is understood to be a purely visual representation of a study's organization or major theoretical tenets (Mugenda, 2012). The graphic representation of the conceptual framework depicts the major variables and categories connected by lines and arrows to show relationships and interactions. For this study the researcher conceptualized a relationship between teachers' knowledge, training, experience attitude and skills on the one hand and frequency of utilization of the Life Approach in teaching CRE on the other hand.

In the model presented next (Figure 1.2), it is conceptualized that the more knowledge a teacher has about the method, the more likely they are to utilize Life Approach in teaching CRE. Attitude was also isolated as an important variable. Teachers with positive attitudes towards Life Approach are more likely inclined to utilize Life Approach. It is also conceptualized that the more skilled teachers are in utilizing Life Approach the more likely they are to utilize Life Approach.

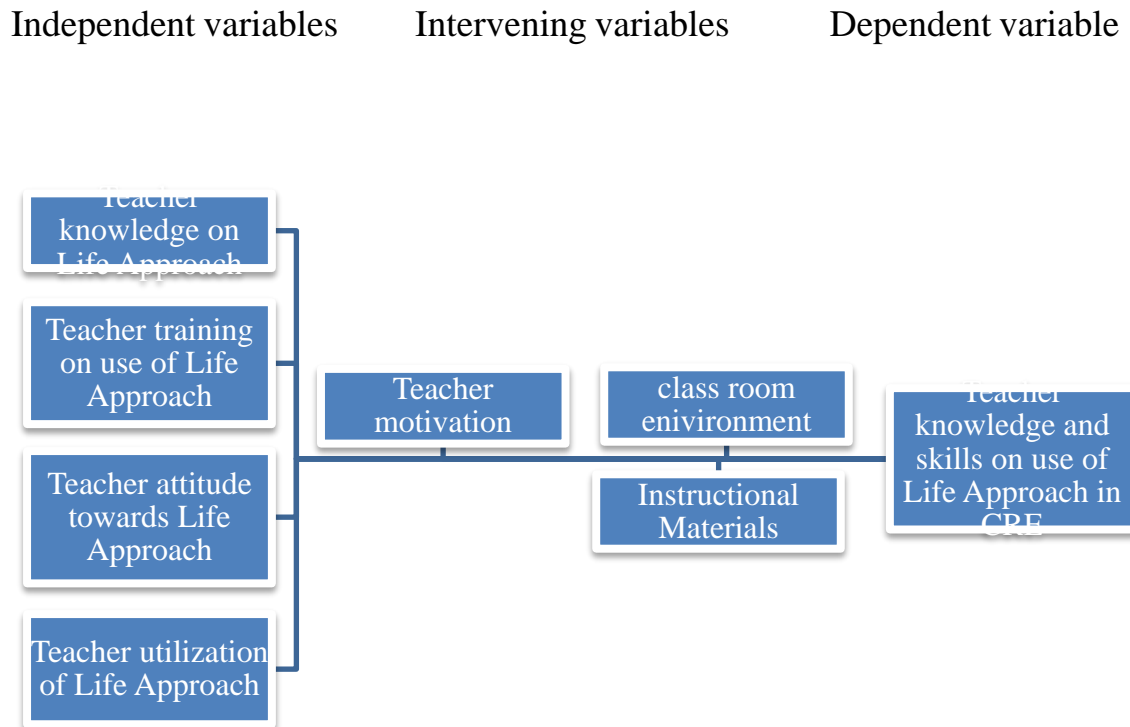


Figure 1.2: Conceptual Framework

1.12 Operational Definitions of Terms

Approach - a way of dealing with something

Attitude – a consistent tendency to react in a particular way. It is often positive or negative towards any matter. It is sometimes ambivalent.

Christian Religious Education- is a process of developing a person's mind in which the Christian religious teachings are incorporated and are indeed central to all other aspects of knowledge or skills acquired in a particular setting.

Content - The subject matter of a book or a programme.

Knowledge – is a familiarity, awareness or understanding of something, such as facts, information, descriptions, or skills which is acquired through experience or education by perceiving discovering or learning

Lesson plan- refers to a teacher's detailed description of the course of instruction for one class. It can also refer to teacher's road map of what the students need to learn and how it will be done effectively during the class time.

Life approach- means beginning with the actual day-to-day experiences of the child and moving through reflection on these to a religious understanding of them.

Life experience – all activities which result from being existent

Method – a method is a way of doing something: it can also mean a careful or organized plan that controls the way something is being done.

Skill – is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words the abilities that one possesses.

Teaching method - The strategy used by a teacher in delivering the curriculum content.

Training - A process used in developing attitudes, habits, skills and standard procedures

Utilization – To make use of something. In this study utilization means how CRE teachers make use of the five stages of a CRE lesson in their class presentation.

1.13 Chapter Summary

In this Chapter One the problem statement is articulated. The context of the study problem is described within the background of the study section. Four study objectives are formulated. The conceptual framework presented is that knowledge of Life Approach and skills in utilizing the approach will affect actual application of the Life Approach in classrooms. In the next Chapter Two relevant literature is reviewed.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on literature related to this study. It is organized under the following sub-sections: the teaching of CRE, the Life Approach, general understanding of Life Approach, teacher's knowledge on Life Approach, teachers' training in teaching Life Approach, teachers' attitudes towards the use of Life Approach, teachers' skills on the use of Life Approach, learning and teaching methods used in conjunction with Life Approach, teachers' challenges on the use of Life Approach and other related studies.

2.1 The Teaching of Christian Religious Education

Christian Religious Education was introduced by missionaries for evangelical purposes. In the mission schools, the local people were taught how to read and write using the Bible as the main reference book (Onsongo, 2008). The schools were used as focal centres for winning converts because the Christian missionaries had a preconceived idea that Africans could easily be converted to Christianity through schooling. The teaching of the Bible was emphasized and CRE formed the core of the whole school curriculum. Schools started and ended the day with prayers and hymns and although other subjects were later taught, they were only included because they were supportive to the Christian instruction (Otiende & Malusu, 1994). After independence The Kenya Education Commission headed by the late Professor Simeon Ominde was formed. The Commission, popularly known as the Ominde Commission, observed that CRE was as important as any other subject in the school curriculum and was to be treated like an academic subject and be taught along educational lines. Minishi (2010), reports that in 1974 a conference was held in Limuru. The Limuru conference came up with the

objectives of teaching CRE and approaches of teaching the subject. The Limuru Conference was followed by the National Committee on Educational Objectives and Policies (NCEOP) of 1976 (popularly known as the Gachathi Report) which also made recommendations on the teaching of CRE. The report emphasized on social values and purpose in life. The Gachathi report specifically stated that CRE should be instituted in the education system as a basis for the continued survival and enhancement of the quality of life. Religion is seen as a way of life. Thus religion should be taught using real life experiences. This would help students link the experience with the Bible.

2.2 The Life Approach

The Life Approach was introduced in Kenyan secondary schools in 1978. A workshop for tutors of Christian Religious Education from all colleges was held in 1976. It is at this workshop that it was decided the Life Approach should be included in the Kenya CRE syllabus. Onsongo (2001) defined Life Approach as starting to teach Christian Religious Education from the real and concrete experiences known to learners, moving to the present situation of the learners, and letting them to arrive at a religious understanding of those experiences. The approach implies that God speaks to people through their situations and experience and emphasizes the use of the learners' day-to-day experiences as the basis of teaching CRE. Linhard, Dlamini and Bernard (1985) state that, the teacher should teach from the known to the unknown. A lesson should progress from what is known by learners to something that is new and challenging. As a way of leading learners to look at appropriately chosen Biblical or other material and relating what they find to the business of everyday life the life experience approach is an extremely valuable teaching approach Walton (1996).

Grimmitt (1973) further states that religious beliefs cannot be taught as if they were facts; they are by nature experiential. The teacher should always strive to teach CRE beginning with day to day life experiences. The Life Approach is designed to use the learner's own experience as a jumping-off point for inquiry into the deeper and fuller implications of a particular concept

Smith (1964) notes that the teachers using the Life Approach to Religious Education teaching helps learners to acquire skills, values and attitudes which will enable them to grapple more effectively with ever changing circumstances and new experiences.

There are advantages of using Life Approach when teaching CRE. According to Elviah (2008), some of the advantages of using Life Approach are; it allows learners to participate actively in the lesson being taught, it also raises imagination and curiosity of learners in their desire to gain more knowledge on the subject, it also helps learners to explore their own experience so that they may accept the message of the Bible and lastly it enables learners to draw lessons from the experience of others.

There are two variations to the Life Approach. These variations of the approach are very important when teaching CRE using Life Approach in secondary schools in Kenya. These variations are;

- a) Existential Approach
- b) Dimensional Approach

The teacher should ensure that the two approaches are used in combination with each other as they are complementary (Grimmitt 2000).

2.2.1 Existential Approach

In the existential approach, ordinary experiences are examined, explored and discussed and new depths or ideas are discovered within them. In religious education, this exercise deliberately lays the foundation for the formation and understanding of religious concepts or ideas. This can be stated in a practical way. Grimmitt (1973) defines the existential approach to Religious Education teaching in this manner:

When we speak of the existential approach to RE we are referring to an approach which focuses attention on the whole of the learner's experiences, or, more precisely, which focuses the learner's attention on the whole of their experiences, and uses these as the basis for forming religious concepts.

It is when the learner's very own experiences of love, forgiveness, justice, and care are discussed, examined and explored that the learner will be able to give meaning to traditional concepts about God. For example, before the teacher introduces the Bible story of Moses and the burning bush, the teacher has to begin with a discussion of the learners' experiences which convey the feeling or concept of awe. The existential approach demands that a learners' own experiences, needs and interests become the starting point for learning (Grimmitt, 1973). The teacher has the responsibility of being truly relevant, that is, of being aware of the interests and life situations of his own actual class learners.

The approach demands that the teacher should make good use of depth themes, symbol and language themes and situation themes (Grimmitt 1973). Depth themes are purely secular; they do not make use of religious language. A CRE lesson using depth themes integrates any subject matter which can serve the purpose of exploring and examining

life through learners' own feelings, acts and experiences. The main goal is to lay the foundation for an understanding of religious concepts.

Symbol and language themes help learners to reflect on religious concepts. Learners are introduced to the language that a religiously committed person employs to express their feelings and experiences. Religious words are understood as poetic, metaphorical, dramatic and symbolic ways of expressing the meaning of religious experiences a person has encountered. The aim is to teach learners how religious symbols function and how religions can be understood. Grimmitt advocates linking depth themes with symbol and language themes by encouraging teachers to guide their learners to use religious language and symbols to express their own ideas and experiences.

Situation themes contribute to moral education by providing learners with an opportunity to explore, examine and discuss situations which call for moral choice or judgment. Situations should be real-life situations that learners are likely to encounter. Teachers can use films, theatre and literature to create these situation themes for their learners.

Situation themes provide learners with opportunities to discuss situations in which a religious belief provides the rationale underlying a person's attitudes, values and actions. Learners can gain insight into the feeling side of religion by examining ways in which it deals with emotions, especially those particularly characteristic of the religious attitude, that is, awe, reverence and worship (Rennie 2009).

It is advised that the existential approach should be used while presenting the human experience and biblical content part in the lesson. Pine (2005) notes that the teacher needs to provide an environment where the learner can explore and discover the

personal meaning of events. The teacher should have the requisite knowledge and skill to teach Life Approach.

2.2.2 Dimensional Approach

In the dimensional approach learners are familiarized with the six dimensions of religion identified by Smart (1996). The dimensional approach deepens the religious understanding learners have gained with the existential approach. Learners are made aware of the sort of feelings which are involved in religious belief and then they see how adherents to a particular faith react and feel about life. This approach lays good foundation for tolerance and acceptance of others. The six dimensions of religion are experiential dimension, mythological dimension, ritual dimension, ethical dimension, doctrinal dimension and social dimension. The experiential, mythological and ritual dimensions of religion are presented to the learner first. These dimensions form the basis for understanding the interrelated social, ethical and doctrinal dimensions of religion (Grimmitt, 2000). The teacher illustrates the religious concepts of awe, wonder and mystery by using material from religious experiences by various individuals and links these religious interpretations with insights that learners have already developed as a result of their secular experiences. The mythological material includes myths, legends, epics, hymns, songs, poems, proverbs, letters and oracles. The ritualistic material includes saying prayers, reciting creeds, taking the sacraments, and making offerings to gods. The purpose of presenting this material is to demonstrate the function of religious literature and rituals to the community of faith. The teacher needs the ability to see the subject matter in terms of experiences and convictions expressed through it. The teacher guides learners to see religious literature and ritual.

According to Grimmit the social and ethical dimensions of religion are related. They show how religious belief influences attitudes, values and actions and offers principles that can be applied to situations which require moral choice.

2.3 General Understanding of Life Approach

Engebretson (2002) defines Life Approach as the sharing of life experiences between students and teacher, reflection on this life experience, and the linking of this reflection with growth in knowledge and affective understanding of faith content. The life-centred approach and the importance of personal reflection on life experiences (Colombo, 1970). The life-centred approach to religious education has been significantly entrenched in the Archdiocese of Melbourne, Australia, since the early 1970s. The 1973, 1984 and 1995 Guidelines for Religious Education for Students in the Archdiocese of Melbourne have emphasized a pedagogical methodology which embodied this approach. This catechetical approach hinged on the understanding that catechesis was best explored through the life experiences of the students because God is revealed in their experiences. Whenman (2012) indicates that if catechesis was to be meaningful for Australian students, it would need to take into account the interests, problems and experiences of the students. Guidelines systematized an interactive process consisting of four movements in the process of catechesis. The schema for the four-point plan consisted of the following teaching and learning process:

The first was experience shared. This is where the student and teacher focus on their own experiences. The second was reflection deepened. It involves teacher and students reflecting on their own experiences to gain a deeper understanding. Third was faith express. This is where the relationship between Christian Story and life experience is

revealed in Scripture, Tradition and Liturgy. Lastly insights Reinforced where the student and teacher reflect on the whole process.

2.4 Teachers' knowledge on use Life Approach

Teachers' knowledge is very important for effective teaching. Teachers' knowledge is the key to successful implementation of any educational change. Verloop et.al (2001) defined teacher knowledge as all profession related insights that are potentially relevant to the teacher's activities.

Borko and Putnam (1995) argued that teachers' knowledge guides their decision in academic practice. They must be encouraged to increase and expand their knowledge in order to aid them practically. Shulman (1995) described seven categorizes of knowledge. They include content knowledge, curriculum knowledge, general pedagogical knowledge, and pedagogical content knowledge, knowledge of learners, knowledge of educational contexts and knowledge of educational ends, purposes and values.

Shulman defines content knowledge as the knowledge teachers have of the subject matter they are teaching. Curriculum knowledge is the knowledge of what should be taught to particular group of learners. General pedagogical knowledge refers to strategies and rules around classroom management and organization that appears to transcend subject matter. With regard to pedagogical content knowledge, it is the knowledge of how to teach within a particular subject area. It represents the blending of content and pedagogical skills into understanding of how particular topics, problems or issues are organized, represented and adapted to the diverse interest and abilities of learners and presented for instruction. Knowledge of educational contexts is the knowledge of school, classrooms and all setting where learning takes places. Eggen and

Kauchak (2002) declared that where pedagogical content knowledge is lacking, teachers commonly paraphrase information in learner's textbooks or provide abstract explanations that are not meaningful to their students. The teacher should be knowledgeable about the use of Life Approach in class.

Chamberlain and Kelly (1981) noted that a knowledgeable teacher is one who is able to vary instructional strategies. The teacher of CRE should incorporate different teaching and learning methods including Life Approach while teaching. What is not known is teachers' knowledge and skills in the utilization of Life Approach.

2.5 Teacher Training

In Kenya, training and re-training teachers is very important. This is because teachers are key actors of maintaining and improving the quality of education. According to Van Dersal (1962) training is the process of teaching, informing or educating people so that they may become as qualified as possible to do their job and to perform in positions of greater difficulty and responsibility. Training is also the process of acquiring specific skill to perform a job better (Jucious, 1963). In designing a training programme, the focus should be on knowledge, skills and attitudes to be imparted on the trainee. Training begins with acquiring basic knowledge on the skills to be imparted and developing attitude towards the training of the job one is being trained for. The training of teachers should focus in teaching how to perform a particular skill.

Farrant (1980) cited by Namunga and Otunga (2012) says the need for training becomes more essential as teachers undertake increasingly complex roles and find natural gifts are insufficient to cope with all tasks expected of them. Loughran (2006) also cited by Namunga and Otunga (2012) looks at teacher training as the pre-service and in-service teacher preparation where students of teaching seek to develop knowledge and skills of

teaching and to learn how to competently apply these in practice. According to Dembele (2005), teacher education both pre-service and in-service training is central to quality teaching. For better delivery of the subject content, CRE teachers should have the appropriate knowledge, attitude and skills right from the pre- service training. The teachers of CRE should undergo the in-service training after the initial training to acquaint themselves with the ever changing curriculum.

2.5.1 Pre-service Training

Pre-service training provides the first step in professional development of teachers. It exposes pre-service teacher trainees to new perspectives as well as preparing them in knowledge and skills (Wilke, 2004). The pre-service training helps in preparing student- teachers for the task ahead of them. It gives the student- teachers opportunities to learn methods and strategies of teaching. For example Life Approach may or may not have been taught in the pre-service training.

Improved pre-service training may be the strongest force for changing teaching strategies (Oliveira and Farrel, 1993). New methods of teaching have evolved over time; the methods can only be implemented by prospective teachers through the pre-service training. Pre-service training should be followed by a systematic periodic provision of in-service training.

2.5.2 In-service Training

Greenland (1984), has described in-service training as a training that is designed to; provide certification for unqualified teachers; upgrade teachers' knowledge or skills; prepare teachers for new roles and/or introduce new curricula or provide teachers with refresher courses. Shiundu and Omulando (1992) write that in-service training may consist of a carefully planned, sustained work over a lengthy period leading to further

qualification in the form of an advanced certificate diploma or higher degree. In-service training helps acquaint the practicing teachers with the latest innovations in the curriculum of their subject area. In this way the teacher is most able to cope with new demands in their area of specialization as well as new approaches and methodology intended to enhance teaching and learning.

Greenland (1984) noted that to upgrade teachers' knowledge and skills they should regularly attend the in- service training. Upgrading is concerned with advancing the qualifications teachers hold. For most teachers, upgrading of certification means advancement on the pay scale. Wolff et al (1994) quote a programme in Venezuela which encouraged teachers to gain higher degree and rewarded their achievement with salary increments of 50%. While the in-service programmes lead to increased personal learning and earnings, Wolff et al. claimed that the provision of such training did not produce a discernible reduction in repetition rates or improvement in learning among students.

Goble (1977) has reported that in-service training is necessary to remedy deficiency that teachers have discovered in their professional skills and in some specialized skills to keep pace with the changing demands of a given curriculum. For example CRE teachers who underwent training before the introduction of Life Approach in Kenyan secondary schools in 1978, need to undergo in-service training in order to furnish themselves with the new strategy of teaching Life Approach. Vivere (2014) notes that scores of teachers have never furthered their education which makes them fail to keep abreast of the changing trends in education. He further claims that some of the teachers have been in the service for over 10 years without attending a single refresher course.

Verspoor (1991) notes that in-service training is important, especially if it is relatively participatory and it responds to the needs the teachers have identified. Teachers of CRE should attend the in-service training in order to expand their capabilities in teaching and learn new strategies of teaching CRE. The in-service training should have teachers recognize problems with the current curriculum approach, teaching and learning by reflecting upon and reshaping the context in which they work.

For the general objectives of CRE which are mentioned in Chapter One to be achieved, CRE teachers need to attend in-service training more regularly. This will help them in expanding and sharpening their teaching strategies. What is the training level of CRE teachers in Bungoma County of Kenya?

2.6 Teachers' attitude towards the use of Life Approach

Attitudes or the way that a person thinks, feels or behaves are learned pre-dispositions to positively or negatively respond to certain objects, situations, instructions or persons (Oppenheim, 1992). Social psychologists perceive "attitude" as a subjective or mental preparation for action. Similarly, attitude means the individuals' prevailing tendency to respond favourably or unfavourably to an objective (Morris & Maitso, 2005). Attitudes affect the behaviour of the individual. Attitude has three main components; the affective, the cognitive, and the behavioural. The affective component of an attitude contains the feelings and emotions one has about a given object or situation. For example, how does one feel about people who frequently smoke in public? If one feels angry with such people, one is expressing a negative affect towards such people. The affective component becomes neutral if one is indifferent about people who smoke in public. The cognitive component of attitude has to do with what one thinks about people, situations or objects. For instance, the way one thinks about a particular kind of

behaviour emanates from one's attitude. The cognitive component reflects the beliefs or ideas that one has about a particular topic. For example, does one believe that attending church every Sunday is a healthy practice? The answer to this question constitutes the cognitive component of one's attitude.

The third component of attitude is behavioural. This refers to how the individual tends to act, or is expected, to act towards something or someone (Kreitner and Kinicki, 2004). For instance, how does one respond or act towards people who do not attend Sunday service regularly? It is believed that one's ultimate behaviour in this situation is the function of all three attitudinal components. In other words, if one does feel angry with people not attending church services, one sees the affective component; if one believes that attending church service helps people to understand God better, (the cognitive); and if one observes that one has no intention of confronting people who do not go to church, it is behavioural.

The use of a particular method of teaching, in this case Life Approach, depends to some extent on the degree to which a person has a favourable or unfavourable evaluation or appraisal of Life Approach. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question.

Leder (1992) observes that attitudes are learnt and predispose one towards action which may be either favourable or unfavourable with respect to a given object. The formation of academic attitudes has been identified as a complex process involving socialization, relationships with teachers, teacher attitudes and aspects of the subject matter itself. In this case subject matter is Christian Religious Education and Life Approach. According to Eggen and Kauchak (2001), positive attitudes are fundamental to effective

teaching. Ongeti (1986) had earlier stated that the need for positive attitude towards a subject is important because a relationship has been found to exist between attitude and achievement. Shah (2002) explains that teacher attitudes are one of the major factors affecting students learning. For a school to perform well in CRE, teachers should preferably hold positive attitude towards the subject. Therefore the attitudes of the teacher in the classroom will affect the atmosphere in the classroom. Relich et al (1994) observed that positive teacher attitude contributes to the formation of learners' positive attitudes. Sweeney (2002) and Kratz (2009) in their studies reported that teachers' attitudes are important factors in the learning process as well as in academic performance. The instructional strategies teachers use in the classroom are often influenced by teacher attitudes and beliefs (Carpenter & Lubinski, 1990; Williams, 1988). Galton and Williamson (1992) further note that teachers' attitude towards a certain teaching strategy affects the choice of teaching methods and some of them resort to particular teaching methods simply because they are comfortable with them. Bishop (1985) suggests that the process of curriculum implementation involves changing attitudes towards the curriculum of all the parties involved. According to Gross et al (1971), when teachers have positive attitude towards an innovation they will be willing to spend time and efforts in the implementation process. Van Reusen et al (2001) further state that positive attitudes appear related to training; knowledge and experience. Garcia (2003) also observes that teacher attitude has the largest impact on student's success in a lesson. In this study the fundamental question was: what are the teacher attitudes towards the use Life Approach as a mode of teaching CRE?

2.7 Teachers' skills in the utilization of Life Approach

In order for teachers to achieve the set general objectives of CRE mentioned in Chapter One, schemes of work and lesson plans should be prepared well. Life Approach should

be clearly shown in both professional documents, that is, scheme of work and lesson plan. The teachers of CRE need the requisite knowledge and skills to prepare both schemes of work and lessons plans acquired through pre-service and in-service training. According to Wilson et al (2002), inadequate skills of the teachers and their commitment affect their abilities to deliver.

2.7.1 Organization and presentation of content in Scheme of Work

The scheme of work is an interpretation of a syllabus and can be used as a guide throughout the course to monitor progress against the original plan. Mukwa and Too (2002) define a scheme of work as a detailed analysis and sub-division of the syllabus into weeks, terms and periods for the purpose of orderly and systematic teaching or learning. Ndirangu (2015) further defined a scheme of work as a plan made by teachers to enable them implement a syllabus as required by ministry of education. According to Okai (2010), a scheme of work describes the content and learning experience that should be treated every term of the academic year. No teacher can effectively teach without a scheme of work. The scheme of work is the candle light which guides the teacher to follow the education curriculum. The CRE teacher has to plan a scheme of work in advance for coverage of subject topics as drafted in the syllabus. The teacher should have the knowledge and skills on Life Approach in order to organize well the content in the scheme of work.

Okai (2010) stated that the scheme of work serves the following purposes; it is a guide for teaching, act as organizational convenience and lastly as a record of what is taught and what should be taught.

Mukwa and Too (2002) listed nine questions which a good scheme of work should answer. These questions are;

- i) When am I going to teach?

This question should be answered in the first and second column of the SOW. A week and lesson column indicates when a particular lesson will be taught during a stipulated period set by the school which goes in line with the syllabus.

- ii) What am I going to teach?

The topic and sub topic column should clearly indicate what the teacher for CRE is going to teach in a given time. It is important for a CRE teacher to choose a sub topic which they can manage to complete and thus achieve their objective at the end of the lesson.

- iii) What behavior do I expect the students to demonstrate after the lesson?

This question should be answered in the objective column. Every lesson has objectives which a CRE teacher should achieve at the end of the lesson.

- iv) What will my students and I be involved in or, do, during this lesson that is of educational value?

During the lesson the teacher and learners should be involved in activities that are of educational value. These activities include discussion, memorization and recitation. The question should be answered in the teaching and learning activities column.

- v) How do I arrive at the set objectives I have set for myself, or through which ways shall I arrive at the set goal?

The teacher of CRE should use different methods to facilitate the lesson and to make the lesson more lively and interesting. Methods include Life Approach.

- vi) Which materials do I have to use or require facilitating students' learning?

The teacher of CRE should look for variety of resources to facilitate the lesson and make the lesson more lively and interesting. Some of the resources in CRE include charts, maps and pictures from textbooks which are of relevance to the lesson. The answer should be captured in the teaching and learning resources.

- vii) Which are the sources of information that I need for a lesson?

The teacher for CRE needs to use a variety of books, journals, newspapers and magazines to get information. The question is answered in the references column.

- viii) How do I know I arrived at the set goals?

Assessment of the lesson should be clearly written.

- ix) Was there any problem with my planned instructional work?

This question should be answered in the remarks column. The CRE teacher should be honest when writing the remarks.

The CRE teachers should have the requisite knowledge and skills in order to prepare a good SOW.

Mukwa and Too (2002) suggested the following functions of the scheme of work.

- i) Schemes of work (SOW) encourage a teacher to read widely, plan his lessons and develop the same well, especially the lessons which require more time and attention in preparation.
- ii) It helps teachers or student–teachers to provide continuity in the lessons and sequence in the learning in an orderly manner.
- iii) The SOW ensures that the syllabus is completed or covered within a given period of time. This is made possible by the use of topic schedule.
- iv) When a teacher or a student-teacher has prepared a SOW, they become confident in their work because they will have consulted a variety of relevant sources of information, selected suitable media and materials for instruction and prepared the appropriate instructional objectives.
- v) SOW helps a teacher to make early requisition for necessary materials (print and non-print) and also encourages them to check on all the materials available in the school.
- vi) In the event of an emergency or handing over or taking over from a departing teacher, it is very easy to know where one reached and what they had covered.

It is important to note that learning takes place when the learners are not passive observers during the lesson. The Life Approach is one of the methods that may involve learners in active learning in CRE. Did teachers in Bungoma secondary schools use the Life Approach?

2.7.2 Organization and Presentation of content in CRE Lesson plans

A lesson plan is essential to the process of teaching and learning. It is a teacher's detailed description of the course of instruction for a lesson. Mukwa and Too (2002) defined lesson plan as a well prepared, systematically arranged programme through which the desired message or information is conveyed to the target audience through the appropriate media. Jessen (2014) further explains that a lesson plan is an extremely useful tool that serves as a combination guide, resource and historical document reflecting teachers' philosophy, student's population, textbooks and most importantly goals for the students. Ndirangu (2015) also defined a lesson plan as a design which shows how elements of a lesson are systematically organized and sequenced for presentation over a period of time. Armstrong et al (2009) indicate that in order to provide learning experience for all students, lessons must be well planned and prepared effectively. Taruvinga (2000) states that a lesson plan supplies guidance and feelings of confidence to the teacher in the art of teaching.

Aggarwal (1996) holds the view that one of the most important elements in good teaching is lesson planning. Therefore the lesson plan is an extremely useful tool that serves as a combined guide, resource and historical document reflecting the teaching activities, teachers' philosophy, student population, textbooks and most importantly the goals for the students. A successful lesson plan addresses and integrates these three components; objectives for the lesson, teaching/ learning activities and strategies to check student understanding. A CRE lesson should have at least three objectives. The first objective is the knowledge objective which focuses on the content or knowledge the students should acquire by the end of the lesson. The terms used to state knowledge objectives include; explain, state, identify, name, discuss, recite, memorize and define. Attitudinal objective is the second objective which refers to the attitude the teacher

expects the student to acquire as a result of being taught a specific aspect of a topic. This may be acquired over a long period of time. Last is the skill objective where students are required to do ‘something’ after what they have learned. Lesson planning should be a continuous process done on a daily basis for there is a constant need to keep materials and plans current and relevant to the present needs. Therefore information should be presented in an organized manner, regularly checking learners understanding, providing an opportunity for practice, giving frequent feedback and concluding lessons by reviewing the main points.

Tabloid (1979) and Walaba (2008) state that a CRE lesson plan has five stages which a teacher using Life Approach should follow;

i) Human Experience

This is the first stage of a lesson. In this stage the manner in which a lesson begins matters a great deal for it sets the mood of the class. It begins with the teacher involving the learner in reflecting on their day-to-day experiences related to the subject matter. Its purpose is to arouse the learners’ interest, attention and stimulate their imagination. This could be in forms of questions, demonstration, role play, songs and interesting stories which are relevant to the lesson and to learners’ lives. The teacher is expected to show how God revealed Himself through experience.

ii) Biblical Experience

This is the introduction of the text from the Bible or the religious story which will throw light on the theme of the lesson. The Bible text or verse read should always be relevant to the theme of the lesson.

iii) Explanation

At this stage the teacher explains and elaborates biblical experience by use of various teaching and learning resources to make learning more real, lively and interesting.

This can be done by use of question and answer method and note taking. The questions asked should be relevant to the lesson and to the lives of the learners.

iv) Application and Response

This is one valuable immediate method of evaluating whether lesson objectives were achieved or not. The teacher creates a situation in which the learners respond to the message of the lesson. Since the Life Approach focuses on critical thinking, it encourages interactive and participatory learning. Lulley (2009) observes that the teacher is required to help the student to reflect, analyze and synthesize information and eventually apply it to their own life.

v) Conclusion

This is the summary of what has been covered. Here the teacher asks oral questions based on the content to help consolidate the lesson. The teacher also gives overview of what has been learnt specifically highlighting the significance of the acquisition of values on the day to day life. According to Eggen and Kauchack (2001), a skillful teacher summarizes and link ideas together at the end of the lesson.

Overall, a lesson plan allows the teacher to visualize every step of the teaching process in advance. This visualization increases teacher success. It also allows good, reflective teachers to go back, analyze their own teaching, and to improve on it in the future. Do the teachers of CRE have the knowledge and skills on Life Approach in the organization and presentation of the content in lesson plan?

2.8 Teaching and learning methods used in conjunction with Life Approach

There are other methods which are used in conjunction with the Life Approach. These methods are applicable to the lesson when teacher uses Life Approach to teach CRE.

The methods are discussed below;

2.8.1 Role play.

Role play is an instructional technique involving a spontaneous portrayal (acting out) of a situation, condition, or circumstances by selected members of a learning group. In role playing the student is representing and experiencing a character known in everyday life (Scarcella and Oxford, 1992). According to Jarvis et al. (2002) role playing gives life and consistency to academic subjects that can be largely descriptive and/or theoretical. In role play, students use their background knowledge in addition to acquiring new information. This background knowledge is their day to day life experiences. Research has shown that integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content (Poorman, 2002). Driscoll (2005) claimed that the role-play method of teaching has been derived from the idea that knowledge is constructed by students in their attempt to understand their experiences. Role-play can be used in the introductory part of the lesson. This will make the lesson more real, lively and interesting. Poorman also observes that true learning cannot take place when students are passive observers of the teaching process. Thus role- play makes learners be creative, motivated and be prepared for actual situations to be faced later. Life Approach when blended with role play in the process of teaching and learning makes learning livelier, real and yield better results. According to Harbour and Connick (2005) role paly has the following benefits, it; motivate and engage students, enhances current teaching strategies, provide real-world scenarios to help students learn, learn skills used in real-world and provide

opportunities for critical observation of peers. The purpose of this study was to investigate and document the extent to which teachers in Bungoma blend role-play with Life Approach.

2.8.2 Discussion

Kochar (1992) defines discussion as activity in which students, under supervision of the teacher, exchange points of view so as to arrive at collective decision and conclusion. The interactive nature of discussion as a teaching method, allows room for the learner to express ideas, pose questions, seek information and clarification and negotiate meaning. The Life Approach entails the use of life experiences, hence discussion method lays good platform for discussion of life experiences. Scholar (1996) agrees that the discussion method is learner-centred, in the way they encourage active learning and reflection. The learner centered methods increase motivation among learners and the retention of information is high. In this study the researcher sought to establish whether or not CRE teachers engage learners in discussion. According to Ndirangu (2015), discussion can be used at the beginning of a topic to ascertain students' pre-conceived notions of the subject matter or towards the end of the topic by presenting students with new situation and asking them to explain it in terms of what they have just learned.

2.8.3 Question and Answer Method

Question and answer or the Socratic Method is a teaching method mainly used by teachers. Nunan (1990) notes that the teacher uses Question and Answer to cover subject content and make learners think at various levels. Kenyan secondary school teachers tend to rush the subject content in order to complete the syllabus on time. Wambui (2002) in Pascal (2013) agrees with Nunan that teachers are syllabus-driven,

and think that covering a syllabus is the same as effective teaching. Mujtaba et al (2013) established that classroom questioning is positively related to student's achievement and performance especially when effective questions are used. Mujtaba further asserts that question and answer method encourages interactive learning and that it enhances the ability of students to remember what they are taught. Though Question and Answer should blend with Life Approach, it should be used efficiently and effectively not just for the sake of completing the syllabus.

Myers (1990) observes that the teacher tends to ask a lot of questions during a lesson. This increases the chances of student output through increased negotiation. The teacher of CRE should ask questions which are of relevance to the lesson. The teacher of CRE should ask questions in the introductory of the lesson. The Question and Answer method acts as the prompter to the learners to be able to come up with life experiences relevant to the lesson.

Aschner (1961) called the teacher a professional question marker. He further claimed that asking of questions is one of the basic ways by which the teacher stimulates students' thinking and learning. The teacher should direct questions to the students according to the objectives of the lesson to be achieved.

There are several advantages of the question and answer method. According to Brophy and Good (1981) cited in Koteng (2009), the questioning method of teaching is used to gain information, and verify information, in pursuit of knowledge. The teacher's responsibility is to organize classroom communication such that the learners feel that the classroom is a friendly environment which welcomes their enquiry and supports the learning process and not only bits of knowledge that constitute the right answer. Holmes (1995) adds that questions tend to promote student responses.

The question and answer method can be used at all stages of the lesson. This method helps to test the depth of students understanding. It was important to carry out this study in order to better understand how teachers use question and answer method in conjunction with Life Approach in the teaching of CRE.

2.9 Teachers Challenges on the use of Life Approach

A challenge is a difficult task that tests somebody's ability and skills. The teaching of CRE using the Life Approach Method poses a number of challenges to teachers of CRE as highlighted by Kerubo (1994) and Elvirah et al (2008). These challenges include;

- a) Difficulty in identifying relevant life situations. Elvirah et al (2008), note that the teachers of CRE may find it difficult to identify relevant life situations for some topics, for example the Triumphant Entry of Jesus. Teachers may find it difficult to explain how a respected leader can ride on a donkey.
- b) Inability to use Life Approach throughout the lesson. Walaba (2008) identified five stages in a CRE lesson plan. Life Approach should be used from the introduction stage to the conclusion stage. Elvirah et al (2008), note that some teachers of CRE use Life Approach in the introductory stage only and resort to other methods for the rest of the lesson.
- c) Kerubo (1994) identified another challenge of using Life Approach. She notes that shortage of time poses a challenge to CRE teachers when using Life Approach, since the approach demands teachers and learners to discuss the life experiences brought to class.

- d) The wide CRE syllabus is another challenge (Kerubo 1994). She described that CRE teachers feel that the syllabus content is wide and in their effort to cover it, may ignore the use of Life Approach.
- e) Elvirah et al (2008), note that sensitivity of some topics also poses a challenge to CRE teachers using Life Approach. The nature of some topics in CRE, for example consequences of irresponsible behavior leading to HIV and AIDS may touch some learners directly as victims. Elvirah et al (2008), note that they may break down emotionally. Hence CRE teachers may find it difficult to discuss such sensitive topics using Life Approach.
- f) According to Elvirah et al (2008), examination pressure is another challenge. They argued that the Kenyan society has become examination oriented. The teachers of CRE are tempted to rush through the syllabus in order to have time for revision in preparation of national examination. Hence teachers may ignore to teach CRE using Life Approach.
- g) Inadequate guidance on how to use Life Approach (Kerubo 1994). She noted that the CRE teachers were inadequately guided on how to use Life Approach in their teacher training programme.

Ryan (1997) observed that many students in Catholic schools in Australia were disconnected from faith and parish life; this made it very difficult to encounter the revelation of God through their experiences. The lack of understanding of Church teaching and a personal relationship with Christ made it challenging for students and teachers to always make the link between life experience and faith. It is therefore important for teachers of CRE to have knowledge and skills on the Life Approach in the teaching of CRE in secondary schools. In this study the researcher would seek to

relate the above cited challenges facing teachers in other areas to those teachers of Bungoma encounter.

2.10 Related Studies

There are scholars who have carried out research on Life Approach across the globe. Some of the related research is presented below. Kerubo (1994) conducted research which focused on challenges facing teachers using the Life Approach Method. Her research was designed to find out whether CRE teachers were academically and professionally prepared to use the Life Approach in teaching Christian Religious Education in secondary schools and whether they encountered any problems in their use of the Life Approach. Kerubo's research differs from the current study because she focused on the training of teachers on the use of Life Approach and the constraints facing them. The current study deals with teachers' knowledge and skills on Life Approach and the utilization in the classroom. Onsongo (2001) conducted research on the use of the Life Approach Method in teaching Christian Religious Education in secondary schools. The purpose of her research was to find out the use of Life Approach method in secondary schools. She concentrated on the use of Life Approach techniques. The research reported here sought to explain with teachers' knowledge and skills on Life Approach and utilization in schools. It also uses a different study site.

Wambui (2013) conducted research on constraints facing teachers of Christian Religious Education in using Life Approach in secondary schools in Nairobi East District in Kenya. The purpose of her study was to identify ways in which the various constraints facing teachers of CRE in the use of life approach can be adequately addressed. Her research was similar to that by Kerubo. It dealt with the challenges

facing teachers using Life Approach. Her research differs from the current study since the present investigation deals with teachers' knowledge and skills on Life Approach.

Mwashigadi (2012) conducted an evaluation study on the implementation of Life Approach in Christian Religious Education in selected primary schools in Voi, Taita-Taveta County. Her research was to investigate the extent to which teachers of CRE implement the Life Approach strategy in teaching of the subject in primary schools in Voi. She found out that Life Approach strategy was not being implemented effectively by the teachers of CRE in the selected schools in Voi. Mwashigadi's focus was on the primary school. Although she set out to evaluate the implementation of Life Approach she did very little to evaluate the Life Approach.

Owusu (2000) conducted research on assessment of Life Approach Method of teaching Christian Religious Studies in Nigeria. The study was a survey of selected Senior High Schools in the Brong Ahafo Region of Nigeria. His research was to find out if the teachers of Christian Religious Studies use Life Approach effectively in teaching CRS.

Later, Owusu (2014) conducted a research on Teachers' use of Life Themes Pedagogy in Christian Religious Studies. A survey of Senior schools in Brong Ahafo Region, Nigeria. His research revealed that teachers' instructional practices conformed to the Life Themes pedagogy to a large extent and that they were able to bridge between the students' existential experiences and the biblical experience. The research reported here sought to explain teachers' knowledge and skills on the use and utilization of Life Approach in schools. It also uses a different study site.

None of the aforementioned research reports discuss knowledge and skills of teachers. Little is known about teachers' knowledge and skills in using the Life Approach in

teaching CRE. There is need to investigate teachers' knowledge and skills of Life Approach in teaching Christian Religious Education in secondary schools in Kenya.

2.11 Chapter Summary

The literature reviewed for this study shows that a tradition exists for studies on the method of teaching which links human experiences to Biblical accounts. Literature discusses the theory and practice of Life Approach. Locally, several studies have been done. Nevertheless, the question of whether teachers of CRE have knowledge and skills in utilizing Life Approach in the classroom has not been sufficiently documented. Literature revealed gaps in knowledge which the researcher sought to fill. The next Chapter Three will describe research design and methods used to collect requisite data.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The purpose of this study was to investigate teacher's knowledge and skills in the use of Life Approach in the teaching of Christian Religious Education in public secondary schools in Kenya but with specific reference to schools within Bungoma County. The research objectives formulated for investigation were to:

- i. Determine teachers' knowledge on the Life Approach in the teaching of Christian Religious Education in public secondary schools in Bungoma County.
- ii. Determine the pre-service and in-service training level of teachers of CRE on the use of Life Approach in the teaching of Christian Religious Education in public secondary schools in Bungoma County.
- iii. Generate and analyze teachers' attitudes towards the use of the Life Approach in teaching Christian Religious Education in public secondary schools in Bungoma County.
- iv. Determine teachers' utilization of the Life Approach in presenting CRE lessons in public secondary schools in Bungoma County.

Therefore in order to achieve the above objectives, an appropriate research design needed to be selected. The paradigm, study design, methods and tools for data collection were deemed to be appropriate for meeting the formulated objectives. In this chapter the research paradigm, study design, area of study, target population, sampling procedure and final sample selected, research instruments, piloting, reliability, validity, data collection procedures and data analysis are discussed.

3.1 Research Paradigm

In modern research a budding researcher has several options to choose from: one can choose the quantitative research paradigm, the qualitative research paradigm or take a middle road encompassing a mixture of the two methods. The choice of paradigm is a function of the research objectives formulated. As shown above, the objectives for this study are mixed methods in nature. Therefore, the researcher considered mixed method research the most suitable paradigm in order to meet the objectives for the study. Mixed methods research is an approach to inquiry that combines both qualitative and quantitative forms (Creswell, 2013). Mixed methods research is further subdivided into the sequential, concurrent and transformational. Since data in this study was generated from different tools simultaneously the mixed methods design was concurrent. Both qualitative and quantitative approaches were used in tandem so that the overall strength of the study became greater than if only one of the two approaches had been used (Creswell & Plano Clark, 2007).

3.2 Research Design

Research design is a detailed explanation of how an investigation will take place. Burns and Grove (2003) define a research design as a blueprint for conducting a study with maximum control over factors that may interfere with validity of the findings. Parahoo (2006) also described a research design as a plan that describes how, when and where data are to be collected and analyzed.

The researcher adopted the exploratory research design for this study. Burns and Grove (2003) define exploratory research as research conducted to gain new insights, discover new ideas and for increasing knowledge of the selected phenomena. It is flexible and dynamic and can be rooted in existing literature. Exploratory research allowed the

researcher to improve the knowledge of the research problem in the course of data collection. Exploratory research also provides answers to questions related to actually administering a big costly research. The present study attempted to find out the teachers' knowledge and skills in teaching of Christian Religious Education using Life Approach in public secondary schools in Bungoma County.

3.3 Area of Study

The study was conducted in selected schools in Bungoma County in the former Western Province of Kenya. The research problem is universal. Teachers' knowledge and skills of using the Life Approach is a challenge everywhere; the research problem could apply to any part of Kenya. However, since it was not possible for the investigator to visit all schools in the country, several representative schools were selected from Bungoma County. Schools in Bungoma County were accessible to the researcher. Findings on schools from Bungoma can be applied to schools in other parts of Kenya because the students follow the same syllabus and are taught by teachers trained in similar Teacher Education Colleges. The figure 3.1 next is the map of Bungoma County.



Figure 3.1 Bungoma County and neighboring counties

Source: Google maps

Bungoma County covers an area of about 3,032 km² and is located on the southern slopes of Mount Elgon, which also forms the apex of the county. It borders the republic of Uganda to the North West, Trans-Nzoia County to the North East, Kakamega to the East and South East and Busia to the West and South West. The County lies between latitude 00 281 North and 10 301 North of the equator, and longitude 340 201 East and 350 151 East of Greenwich meridian.

3.4 Target Population

This study targeted all teachers of CRE in Bungoma County. According to Ministry of Education office in Bungoma County, there were 206 public secondary schools and 400 CRE teachers at the time of the study. The 206 public secondary schools consisted of national, county, and districts schools.

3.5 Sample Size and Sampling Procedures

Mugenda and Mugenda (2012) define sample size as the number of units, subjects, objects or items in a sample. Sample size determines the precision with which population parameters are estimated and hence the accuracy of the inference made from the sample data to the population. Sampling refers to the process of selecting a portion of the population that conforms to the designated set of specifications to be studied. The absolute size of the sample is the crucial factor rather than the relative size of the proportion of the population sampled. The sample size depends on the likely variation of the population characteristics being investigated (Lewin, 2010). The population of teachers in Bungoma County was not deemed to consist of great variations within their characteristics. In this study the characteristics of the teachers in the 206 Bungoma secondary schools were assumed to be similar. In research the sample size could be a little as 10% or as large as 30% (Gall, Gall and Borg, 2007). Given that this was an exploratory study a large sample size was not necessary. Selection was done as explained hereunder.

The researcher used stratified sampling to classify the schools into three strata: stratum one, national schools; stratum two, county schools; and stratum three, sub-county schools. According to Lewin (2010) stratified sampling involves ordering the sampling frame by one or more characteristics and then selecting the same percentage of people

or items from each subgroup either by simple random or systematic sampling. There were only two national schools in Bungoma County at the time of this field study. The national schools were selected purposively. Thereafter for the national schools, 3 classes were selected randomly and the CRE teachers for those classes became automatic participants in this study. A total of 6 teachers were therefore selected from the two national schools.

There were 41 County schools at the time of this study. Six of those schools were selected randomly. Two classes in a school were thereafter also randomly selected. The teachers of the selected classes (twelve in all) became automatic participants in this study. Out of the 163 sub county schools in Bungoma County 23 were selected randomly. Two classes in a school were selected for participation at random making a total of 46. The CRE teachers for the 46 classes became automatic participants in this study. Overall, a total of 31 schools and 64 CRE teachers were selected for the study. Through probability sampling, every CRE teacher in the selected schools had an equal chance of being selected. The sample frame for this study is shown in table 3.1 next;

Table 3.1 Sampling Frame

Category		Population	Sample size	Sampling method
Schools	National	2	2	<ul style="list-style-type: none"> • Stratified Sampling • Purposive Sampling
	County	41	6	<ul style="list-style-type: none"> • Stratified Sampling • Simple random sampling
	Sub-county	163	23	<ul style="list-style-type: none"> • Stratified Sampling • Simple Sampling
Teachers	National	6	6	<ul style="list-style-type: none"> • Random Sampling • Purposive sampling
	County	82	12	<ul style="list-style-type: none"> • Simple Random Sampling • Purposive sampling
	Sub-county	326	46	<ul style="list-style-type: none"> • Simple Random Sampling • Purposive sampling

3.6 Research Instruments

Research instruments are tools used to collect data. In view of the study objectives the following research instruments were considered appropriate. This study employed self-report questionnaires, interview guides, document analysis guide and observation schedules to collect information from participants previously selected from among teachers of secondary schools in Bungoma County.

3.6.1 The questionnaire

The self-report questionnaire was used to collect data for the following objectives;

- i. Determine teachers' knowledge on the Life Approach in the teaching of Christian Religious Education in public secondary schools in Bungoma County.
- ii. Determine the pre- service and in- service training level of teachers of CRE on the use of Life Approach in the teaching of Christian Religious Education in public secondary schools in Bungoma County.
- iii. Generate and analyze teachers' attitudes towards the use of the Life Approach in teaching Christian Religious Education in public secondary schools in Bungoma County.

The questionnaire for this study included closed- ended questions and open- ended questions. The self-report questionnaire was divided into 4 sections. Section A sought to gather biographical information about the respondent; section B generated data on teacher training; Section C generated data on teachers' attitudes; and section D had questions to bring forth information on teaching methods in CRE.

3.6.2 Interview Guide

An interview guide was used to generate data for these objectives; determine teachers' knowledge on the Life Approach in the teaching of Christian Religious Education in public secondary schools in Bungoma County; and, to determine teachers' utilization of the Life Approach in presenting CRE lessons in public secondary schools in Bungoma County. Interviews are regarded as a better way for exploring and gathering experiential narrative material that may serve as a resource for developing a richer and deeper understanding of a human phenomenon (Munhall, 2001). Interview helped the researcher to direct conversation towards the topics and issues she wanted to learn more about.

3.6.3 Document Analysis

The document analysis was used to collect data for the fourth objective; to determine teachers' utilization of the Life Approach in presenting CRE lessons in public secondary schools in Bungoma County. According to Babbie (2010), document analysis is the study of recorded human communication such as books, websites, painting and laws. It is a method of data generation which involves analysis of content from written documents in order to make certain deductions based on the study objectives. An advantage of document analysis is that it facilitates the collection of a large amount of reliable information without necessarily questioning many people. Data gathered is often reliable. The documents analyzed for this study were schemes of work and lesson plans for CRE.

3.6.4 The lesson observation schedule

The lesson observation schedule was used to collect data for objective four as well; that is, to determine teachers' utilization of the Life Approach in presenting CRE lessons in

public secondary schools in Bungoma County. Observation schedules work best for the purpose of recording information as it occurs, to explore topics that may be uncomfortable for the respondent to discuss and for the researcher to get firsthand experience with the respondent. Observation schedules helped the researcher to observe the application of Life Approach method in the introduction, development, application and conclusion stages of the lessons.

3.7 Piloting of the research instruments

According to Creswell (2013), pilot study is a small scale preliminary study conducted in order to evaluate feasibility, time, cost, adverse events and sample size in an attempt to predict an appropriate sample size and improve upon the study design prior to performance of a full scale. Porta (2008) further states that a pilot study is a small test of methods and procedures to be later used on a large scale. According to Porta (2008), pilot study helps in developing and testing adequacy of research instruments, establishing whether the sampling frame and techniques are effective and assessing whether the research protocol is realistic and workable. The Questionnaire tool prepared for this research study was piloted in Kiminini Constituency in Trans Nzoia County. The pilot study was done to enhance the questionnaire's validity. The researcher used simple random sampling to sample 3 public secondary schools. Purposive sampling was also used to get CRE teachers to give relevant information about the study. The pilot study schools were situated in a different County and were not part of the final sample. The results of the pilot test were used to identify areas where the questionnaire required adjustments like changing the order of questions and omitting repeated questions. During the pre-test, teachers were asked to leave unanswered those items they found ambiguous. Later completed questionnaires were

collected and improved depending on the need. Three indices found in the literature were used to decide the suitability or unsuitability of a statement:

- a. The average score index for each item;
- b. The “undecided index” or the frequency of undecided responses made on each item;
- c. The “ambiguity index” or the number of respondents who considered an item ambiguous.

Thus, suitable items used in the final questionnaire were those which received a high average score, a low undecided index, and a low ambiguity index. Those items which received more than 4 frequencies of “undecided” responses and more than 4 tallies of “ambiguous” were left out of the final questionnaire. The questionnaire was then administered for the second time to establish if the adjustments had improved the questionnaire on the use of Life Approach. Pilot testing gave the researcher an opportunity to make revisions on instruments and data collection procedures, to ensure appropriate questions were being asked, the right data would be collected, and the data collection methods would work.

3.8 Reliability and validity of the research instruments

The reliability and validity of the research instruments was ascertained as discussed below.

3.8.1 Reliability of the research instruments

Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study. If the results of the study can be reproduced under a similar methodology, then the research instrument is considered

reliable (Joppe, 2000). Reliability as internal consistency can be determined using either the split-half method or Cronbach's alpha or test-retest reliability. Split-half reliability is mainly used for written/standardized tests, but it may also be used in physical/human performance tests. Test re-test reliability is a statistical technique used to estimate components of measurement error by repeating the measurement process on the same subjects, under conditions as similar as possible, and comparing the observations.

A group may be tested once, results recorded and the same group tested a second time, say, after one month. The results of the two tests are then compared for variation. The split-half reliability test is based on the assumption that the measurement procedure can be split into two matched halves. Split-half reliability is assessed by splitting the items from the measurement procedure in half, and then calculating the scores for each half separately. Before calculating the split-half reliability index of the scores, one has to decide how to split the items from the measurement procedure. The split may be based on first half of test versus second half of test, or on odd number question- even number question basis. For this study the researcher used the odd-even basis of dividing the questionnaire items. Items in the questionnaire on which respondents scored either 4 or 5 points on even numbered questions were correlated against odd numbered questions on which the respondents scored 4 or 5 points. The Pearson Product Moment Correlation Coefficient (r) worked out 0.653 and the reliability of the test, based on the Spearman-Brown formula, was 0.784. This level was considered indicative of acceptable reliability.

3.8.2 Validity of the research instruments

Validity refers to a researchers' ability to draw meaningful and justifiable inferences from scores about a sample or population (Creswell, 2005). There are four types of

validity. These are content validity, criterion-related validity, construct validity and consequential validity. **Content validity** addresses the match between test questions and the content or subject area they are intended to assess. **Criterion-related validity** looks at the relationship between the test and an outcome. **Construct validity** refers to the degree to which a test or other measure assesses the underlying theoretical construct it is supposed to measure. Messick (1995) defined **consequential validity** as the evidence and rationales of evaluating the intended and unintended consequences of score interpretation and use both the short and long term. For this study content validity was considered most important and relevant. The content validity refers to the extent to which the items in the questionnaire and the scores from these questionnaires are representative of all possible teacher-related variables that influenced the use of Life approach when teaching CRE

The researcher engaged and sought assistance from her supervisors and members of the postgraduate class at Moi University to read and assess the relevance of the research instruments against the objectives of the study. The supervisors' and students' suggestions and opinions helped to improve the quality of questions in the questionnaire and in interview guide. The end product was considered valid with regard to content.

3.9 Ethical Considerations

Ethics is a branch of philosophy that deals with morality (Polit & Beck, 2004). It was important to consider ethical issues since the researcher was engaged with human participants. The **right to confidentiality** was considered. According to Burns and Grove (2001), confidentiality is the researcher's management of private information shared by the participant. The researcher undertook to keep confidential all personal matters arising during data generation. This could be in the form of attitude and

opinions. The researcher pledged to ensure that the data generated would be available only to the researcher and protected from unauthorized access.

The **right to anonymity** is another ethical issue which was considered by the researcher. Anonymity occurs when even the researcher cannot link a participant with the data of that person (Burns & Grove, 2001). Although anonymity cannot be completely guaranteed in qualitative research (Streubert & Carpenter, 1999), the researcher would ensure anonymity is maintained by ensuring the respondents do not indicate their names in the questionnaires. The participants who, perhaps by mistake, write their names on the questionnaires would not have their names revealed. In the case of this study no teacher wrote their name on the questionnaire. Names of teachers interviewed were not be made public. Even the schools used to provide research data did not have their names divulged.

Consent to participate was another ethical issue upheld. Participants were given the right to choose to participate or not to participate. Two previously selected schools were skipped when the teachers became apprehensive about participating in this study.

Interference with the views given by participants is another ethical issue in research. The researcher pledged not to and did not interfere with any participant nor the data collected.

Falsification of data is a common weakness in postgraduate study reports. The researcher made a point of going to the field to generate data upon being permitted by Moi University and after obtaining the research permit from National Council of Science, Technology and Innovation (NACOSTI). The data generated was used to analyze, interpret and make recommendations. The researcher avoided the temptation to fake data.

Plagiarism is another ethical issue in research. Plagiarism occurs when a researcher uses someone's written work without permission or proper citation. The researcher has consistently acknowledged all sources cited in the study. Finally the researcher obtained a research permit for use during data generation.

3.10 Data Collection Procedures

The researcher obtained a research permit from the National Council of Science, Technology and Innovation (NACOSTI) after getting Proposal Approval from the Moi University School of Education. The research permit allowed the researcher to conduct the study in Bungoma County. In the process of data collection, a brief introduction to the questionnaire was provided and informed consent was obtained from participants who had been selected in the Public secondary schools in Bungoma County. The researcher was faced with challenges. First, some questionnaires were not returned by the selected teachers. Secondly some of the teachers in the schools initially selected were hostile and refused to participate in this study. Third, other selected schools did not have trained CRE teachers, hence could not take part in the study. Lastly, some schools argued that they had busy schedules. In all events the researcher had to find alternative participants. The researcher collected data from 64 teachers in 31 schools

3.11 Coding of Data

In research measurement is limiting the data of any phenomenon- whether it is substantial or insubstantial, so that these data may be interpreted and ultimately compared to a particular qualitative or quantitative standard (Leedy & Ormrod, 2014). For ease of analysis the data is then fed into computer or at any rate a machine calculator. Computer analysis typically requires that people's answers to questions or the researcher's own observations be converted into numbers. This conversion process

is called coding. It involves four main steps: allocating codes for answers to each question (or variable); allocating computer columns to each question; producing a code book; and checking codes (Bryman & Duncan, 2001).

In this study, the studied variables were first edited to minimize error, and then a code-book list of all variables and value labels was prepared. Each variable label had its own name consisting of a specified maximum number of characters. For example, the variable 'Gender' has two possible values, male or female. The values of male and female were coded as 1 and 2, respectively. All the coded values were entered into the data table of the Statistical Package for Social Sciences software student version 18 for Macintosh.

3.12 Data Analysis Procedures

This study was conducted as a survey that used exploratory design to establish facts as they exist in the field. In Objective One the researcher explored teachers' knowledge on the Life Approach. This objective is qualitative but has quantitative aspects. Data is analyzed using categories and descriptive statistics. Objective two is also qualitative but with quantitative aspects. Data is analyzed in themes and also using descriptive statistics. Objective Three is concerned with attitudes. It is quantitative. The researcher used descriptive statistics to report data. Objective Four was concerned with utilization of the Life Approach. The researcher had recorded "measured" attributes such as teachers' academic qualifications, teachers' teaching experience, teachers' subject combination teachers' classroom practices and others. The analysis attempted to correlate the teacher characteristics and utilization of Life Approach. The data collected was analyzed in a three phase methodological approach including descriptive statistics, and correlational analysis.

Descriptive statistics, including frequency counts, percentage of respondents choosing the different response category of the respective measuring instruments, means, and standard deviations of frequencies were used to describe teachers' biographic characteristics, the extent to which teachers use classroom activities, and teachers attitudes toward Life Approach. A statistical summary was made of the independent variables. These variables comprise the percentage of male and female CRE teachers, teachers' experience, teaching qualifications etc. Response frequencies for individual items were included to give a broad picture of the patterns yielded by the participating samples. Also, frequency distributions were used to determine the most frequent factors relating to teachers' professional development and classroom teaching practices, and these statistics were used in the correlation analysis undertaken later.

In the second phase of analysis a possible correlation of teachers' background characteristics, professional development and classroom teaching practices and utilization of LA was performed using Statistical Package for Social Science (SPSS) computer software statistics student version 18 for Macintosh. The correlation analysis was carried out in order to identify the extent of the relationship, if any, between the dependent variable (teacher utilization of LA) and the independent variables (teachers' background characteristics, professional development and classroom teaching practices).

3.13 Summary of Chapter

In this Chapter Three the research paradigm adhered to in this study was described. The research design was identified and justified. The area of study was described. Selected tools for data collection are also identified and described. In the next Chapter Four the data generated in this study is presented, analyzed and discussed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

In this chapter the researcher discusses the findings obtained through the use of tools described in Chapter Three. The data generated was supposed to meet the following objectives;

- i. Determine teacher's knowledge of the use of Life Approach in teaching of Christian Religious Education in public secondary schools in Bungoma County.
- ii. Determine the pre- service and in- service training level of teachers of CRE on the use of Life Approach in the teaching of Christian Religious Education in public secondary schools in Bungoma County.
- iii. Generate and analyze teachers' attitudes towards the use of Life Approach in teaching Christian Religious Education in public secondary schools in Bungoma County.
- iv. Determine teachers' utilization of the Life Approach in presenting CRE lessons in public secondary schools in Bungoma County.

In this chapter data presented first is that which describes the nature of participants in the study. The data refers to gender, age, academic qualifications and the teaching experience in years of the teachers.

4.1 Biographical Data

Table 4.1.1 Gender, age, academic qualifications and teaching experience of CRE teachers

		Number	Percentage
Gender	Male	40	62.5
	Female	24	37.5
	Total	64	100
Age			
	22-40 years	40	62.5
	29-35 years	10	15.625
	36-42 years	2	3.125
	43 and above	12	18.75
	Total	64	100
Academic Qualifications			
	Diploma	14	21.875
	Degree	44	68.75
	Masters	6	9.375
	Total	64	100
Teaching Experience			
	Less than 2 years	34	53.125
	3-5 years	12	18.75
	6-10 years	8	12.5
	Above 10 years	10	15.625
	Total	64	100

The gender of the teachers in this study varied as shown in Figure 4.1 next:

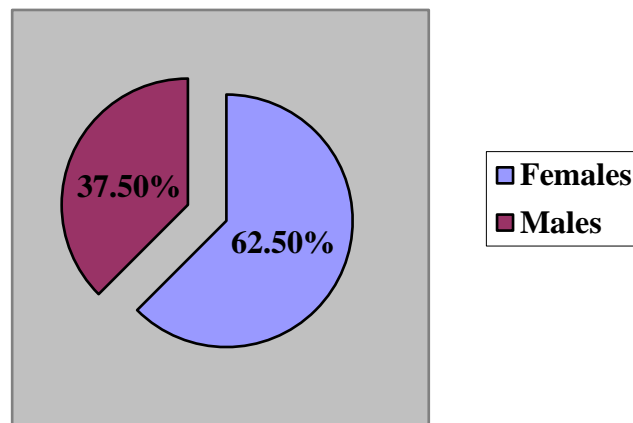


Figure 4.1: Gender of CRE teachers

From the findings illustrated in Figure 4.1 above, the total number of respondents was 64. The majority of respondents were females at 62.5%, and the opposite sex was 37.5%. In this County there are more female CRE teachers than males.

4.1.1 Age of CRE teachers

The age of CRE teachers ranged from 22 years to 46 years of age. The age of the respondents varied as summarized in table 4.2 next:

Table 4.2 Age of CRE teachers

Age	Frequency	Percentage
22-28 years	40	62.5
29-35 years	10	15.625
36-42 years	2	3.125
43 and Above years	12	18.75
Total	64	100

From the findings in the table 4.2 above, the majority of respondents (62.5%) had fell between 22 and 28 years age bracket. This is the age which is termed as energetic and productive. Another large slice (15.625%) was taken by teachers whose age ranged from 29 to 35 years. The teachers of the age between 36-42 years were the minority at 3.125%, while those of 43 years and above were 18.75%. It is speculated that the teachers who are of age 36 to 42 are a minority because they attended university when CRE as a teaching subject was discouraged. Teachers who enrolled in Sciences and Mathematics were actually remunerated higher than CRE and History teachers. Today CRE is popular among university students that is why the majority of CRE teachers are of the age 22 to 28 years of age.

4.1.2 Academic Qualifications of CRE teachers

The academic qualifications of the respondents ranged from Diploma to Master's degree level. From the findings, the majority of respondents, 68.75% had degree certificates, 21.875% had diploma certificates and 9.375% were a minority with the master's degree. From the findings, the majority of CRE teachers have at least a first degree certificate. Today in Kenya there are great opportunities for higher education.

Apart from Government Sponsored student Programs there are Privately Sponsored Students. There is therefore a great output of teachers. The supply sometimes exceeds demand. However CRE trained teachers have wider opportunities for employment than other subjects. The Figure 4.2 shown next summarizes the information above.

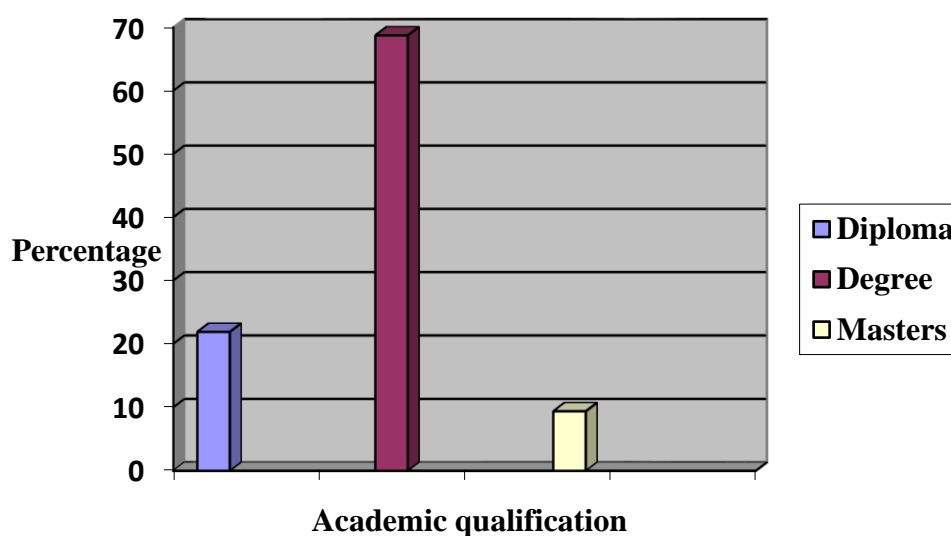


Figure 4.2: Teacher Qualification

4.1.3 Teaching Experience of CRE teachers

Majority of teachers teaching CRE in public secondary schools in Bungoma had teaching experience of less than 2 years. Those with short experience made up 53.125%. Those with 3-5 years and 6-10 years teaching experience were 18.75% and 12.5% respectively. Those with above 10 years teaching experience were 15.625%. These results indicated that most of the CRE teachers have teaching experience of 2 years and below. They were recently recruited as a result of pressure for greater supply of CRE teachers. Even then there are many schools with untrained or unqualified

teachers. The researcher did not use untrained teachers. The information above has been summarized in Figure 4.3 next.

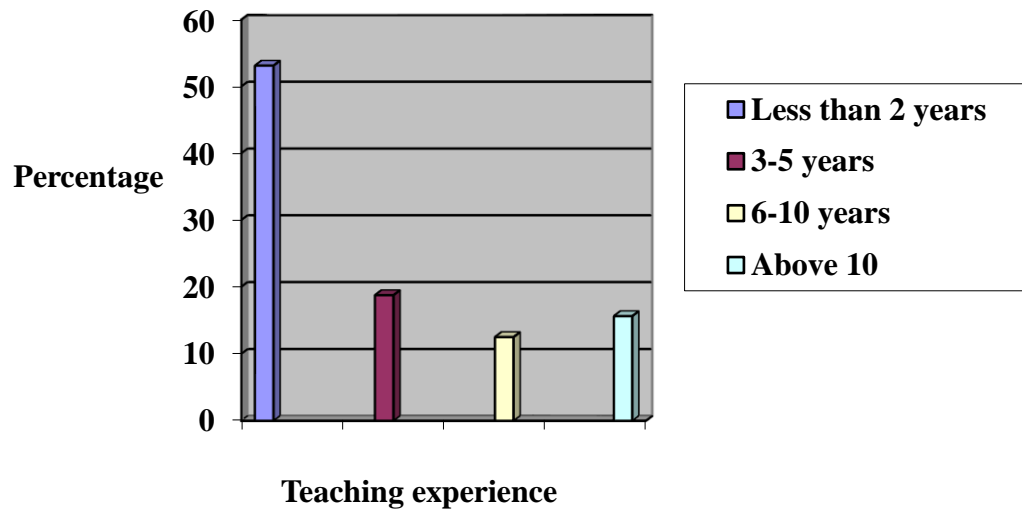


Figure 4.3 Teaching experience of CRE teachers

4.1.4 Type of school

The types of schools were categorized as National, County or District. This is the same system of categorization used by the Ministry of Education. The school types are shown in the Figure 4.4 next.

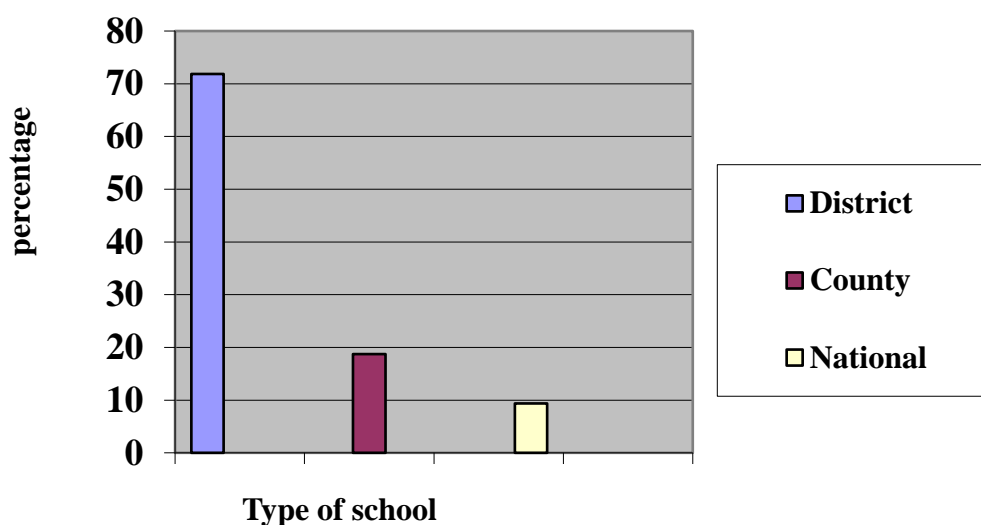


Figure 4.4: Type of school

The number of teachers who participated in this study from the district school type was (34) 53.125%. Those from the county schools were (12) 18.75% and (6) 9.375% were CRE teachers from national schools. Bungoma County has only 2 national schools. They were purposively used in this study. This explains why majority of teachers were from district schools which are more, followed closely by the number of CRE teachers from the County schools.

4.1.5 Teaching subject combinations of CRE teachers

The combination of teaching subjects of CRE teachers varied. The teachers with combination Geography and CRE were 21.875% while those with Kiswahili and CRE were 31.25%. Those with combination of History and CRE were 46.875%. This finding clearly indicates the majority of CRE teachers had a combination of CRE and History as teaching subjects. This may be explained by the nature of subject selection at secondary school level. In many schools CRE is compulsory. In addition to the KNEC

five compulsory subjects (Mathematics, English, Kiswahili, Biology and Chemistry) it becomes the sixth. Form Four students then have only two other subjects to choose, one of which must be a “vocational” subject from among Agriculture, Business Studies and Computer Studies. The low percentage of CRE/Geography reflects unpopularity of Geography at Form Four. History is more popular. The figure 4.5 shows a summary of how CRE teachers combine their teaching subjects.

Figure 4.5 Subject combination

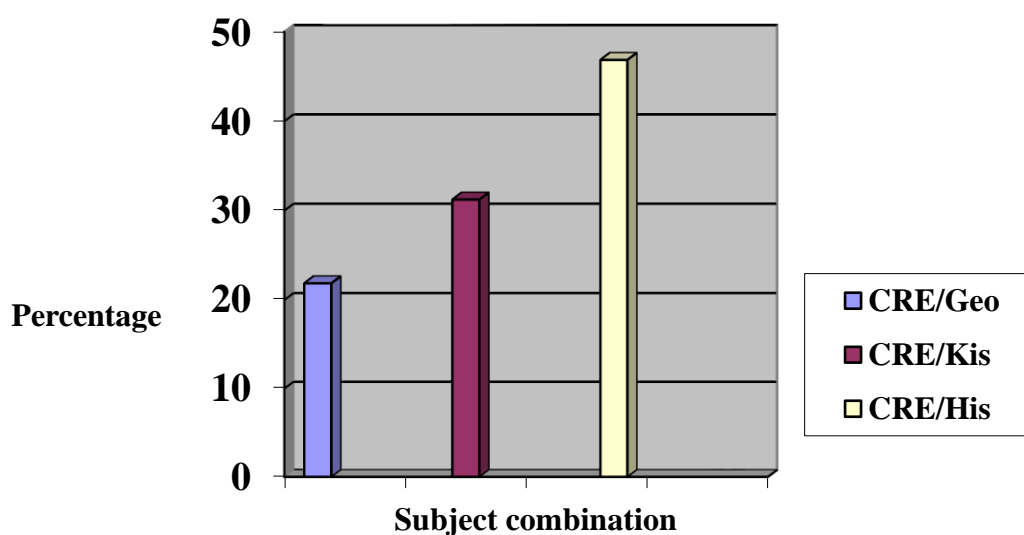


Figure 4.5: Subject Combination

The foregoing information describes the type of participants who were engaged in this study. It is important that their profiles are documented so that their teaching approaches may be understood against background of their specific characteristics. In the rest of the chapter the researcher presents data on the objectives of the study set in Chapter One.

4.2 Teachers' Knowledge on use of the Life Approach in CRE

Objective One of the study was to determine teachers' knowledge of the Life Approach in the teaching of Christian Religious Education. To generate data for this objective the questionnaire asked participants to state the number and list the stages of a CRE lesson they take students through when using Life Approach. They were also to demonstrate knowledge of the types of objectives in a CRE lesson when using Life Approach.

4.2.1 The number of stages of a lesson

According to the participating teachers the stages of a CRE varied as summarized in table 4.2 next:

Table 4.2: The number of stages in a Life Approach lesson

Stages	Frequency	Percentage
No response	10	15.625
One stage	-	-
Two stages	6	9.375
Three stages	32	50
Four stages	6	9.375
Five stages	8	12.5
More than five stages	2	3.125
Total	64	100

As indicated in table 4.2 the majority of teachers took their students through three stages of a lesson when teaching CRE using Life Approach namely; introduction, lesson development and conclusion. These made up 50% of the respondents. Those CRE

teachers who took their students through two and three stages were both 9.375% respectively. A total of 8 or 12.5% of teachers took their students through five stages of a lesson. An aggregate of 3.125% of the CRE teachers interviewed for this study took their students through more than five stages of a lesson. However, 15.625% did not respond to the question on the number of stages they took their students through when teaching CRE using Life Approach. The recommended number of lesson stages when using Life Approach is five (Walaba, 2008). But from the findings of this study it is clear that 50% of teachers took their students through only three stages compared to 12.5% who take their students through the recommended five stages of a CRE lesson. The recommended stages are namely introduction (human experience), Biblical experience, Biblical explanation, Application and response and lastly conclusion. It appears that 87.5% of teachers either do not know about this recommendation or they ignore it and do what suits them.

4.2.2 The stages of a lesson

As a way of establishing the knowledge level of teachers on what Life Approach is, participants were requested to name the specific stages of the CRE lesson which they took their students through when teaching using Life Approach. The majority (50%) mentioned that they took their students in a lesson through three stages namely introduction, lesson development and conclusion. Others (12.5%) mentioned that they took their students through five stages of a lesson namely introduction (human experience), Biblical experience, Biblical explanation, application and response and lastly, conclusion.

Strangely, some participants confused teaching/ learning activities with stages of the Life Approach. In answer to a specific question they listed teaching/learning activities

which are not part of the recommended Life Approach stages. Such activities were demonstration, role play, question and answer, discussion, comprehension, analysis, synthesis, evaluation, note-giving, giving examples, personal experience, communal experience, content, review previous lesson, individual perspective, teaching and storytelling. On the other hand there were respondents who chose not to mention the stages they took their students through in a lesson. This failure to name stages might have been triggered by the fact that they did not have an idea about the stages of a CRE lesson when using Life Approach.

4.2.3 Teaching activities incorporated with Life Approach

The teachers were asked by the researcher to identify the teaching activities they use while teaching CRE. The participants were supposed to choose from demonstration, role play, question and answer, discussion, storytelling, song and dance, dramatization and class project. Study participants were expected to select the most favorable response from among: “very often”, “often”, “rarely” and “never”. From the findings, 31.25% of CRE teachers used demonstration very often, 56.25% used it often while 12.5% rarely use demonstration. 12.5% of CRE teachers very often used role play activity during the lesson, 56.25% often used the activity while 12.5% rarely used role play.

The majority of CRE teachers at 90.625% used question and answer activity “very often”, 6.25% “often” used the activity while 2 respondents which represents 3.125% “never” used the activity. Another activity which CRE teachers were asked to respond to in regard to the frequency they used was discussion. Twenty respondents which represents 62.5% reported to use the activity “very often”, 28.125% use it “often”, while 6.25% and 3.125% used the activity “rarely” and “never” respectively. With regard to

class project activity, 6.25% used it “very often”, and 37.5% used it “often”. However, the majority at 46.87% “rarely” used the activity. Those who “never” used class project were 3.125%.

Another teaching strategy on which teachers were interrogated was storytelling. From the findings 24 and 32 participants which represent 37.5% and 50% respectively used storytelling activity “very often” and “often” respectively. Those teachers who “rarely” used storytelling were 9.375% while 3.125% “never” used the storytelling activity at all. Song and dance was another activity of interest to this researcher. According to data generated only 12.5% of teachers “very often” used the activity, 56.25% “often” used it while 31.25% “rarely” used song and dance.

The last activity whose views were solicited for was dramatization. Out of the sampled teachers, 9.375% indicated that the “very often” dramatization, 65.625% of teachers “rarely” used it while 25% “never” used the activity.

The table 4.3 next summarizes the information discussed above.

Table 4.3 Frequency of teaching activities

Activity	Very often		Often		Rarely		Never		Total	
	F	P	F	P	F	P	F	P	F	P
Demonstration	20	31.25	36	56.25	16	12.5	-	-	64	100
Role play	8	12.5	36	56.25	12	18.75	8	12.5	64	100
Question and answer	58	90.625	4	6.25	-	-	2	3.125	64	100
Discussion	40	62.5	18	28.125	4	6.25	2	3.125	64	100
Class project	4	6.25	24	37.5	30	46.875	6	9.375	64	100
Storytelling	24	37.5	32	50	6	9.375	2	3.125	64	100
Song and dance	8	12.5	36	56.25	20	31.25	-	-	64	100
Dramatization	6	9.375	-	-	42	65.625	16	25	64	100

Key: F is Frequency counts; P is Percentage

From the findings, summarized in table 4.3 above, it clearly indicated that the majority of teachers like using question and answer and followed closely by the discussion activity. This confirms Ascher's (1961) statement that a teacher is a professional question-maker. Teachers ask questions throughout a lesson. Odeo (2003) found that in an ordinary 40 minute lesson teachers ask up to 26 questions. This researcher observed during class presentation that the majority of teachers used question and answer at the introduction stage of a lesson. The teachers asked students about what had been taught

in the previous lessons. This was then followed by linking the previous lesson to the current. Question and answers were also used at the conclusion stage of a lesson where students were required to state what they have gained in the lesson. In subsequent discussions with the participants the question and answer method was preferred because it encourages students to express their ideas in their own way according to their understanding. Teachers say it also assists them to evaluate the success and shortcomings of their lesson.

Discussion method was also another method favoured by teachers. The researcher observed that majority of the teachers use class discussion. In discussions with the participants, discussion method was preferred because of its interactive nature as a teaching method, it allows room for the students to express ideas, pose questions, seek information and clarification and negotiate meaning. The Life Approach entails the use of life experiences; hence discussion method lays a firm platform for discussion of life experiences. Scholar (1996) argued that the discussion method is learner-centred, in the way it encourages active learning and reflection. The learner centered methods increases motivation among learner and the retention of information is high.

The majority 42 (65.625%) and 16 (25%) of teachers “rarely” and “never” used dramatization activity respectively. The researcher did not find teachers using dramatization method in their class teaching. From the discussion with the participants dramatization was not preferred because it consumes a lot of time in its preparation and presentation.

4.2.4 The frequency of use of CRE teacher’s personal life experiences in a lesson

The teachers were asked by the researcher to indicate the frequency with which they draw from personal life experiences in a lesson. The responses were categorized as,

“very frequent”, “frequent”, “rarely” and “never”. From the findings, 56 respondents which represent 87.5% indicated that they draw from personal experiences “very frequently”. Teachers who reported to draw from their personal experiences “frequently” accounted for 3.125% of the sample. However, 6.25% and 3.125% of participants reported to “rarely” and “never” draw from their personal life experiences respectively. The figure 4.6 summarizes the information above.

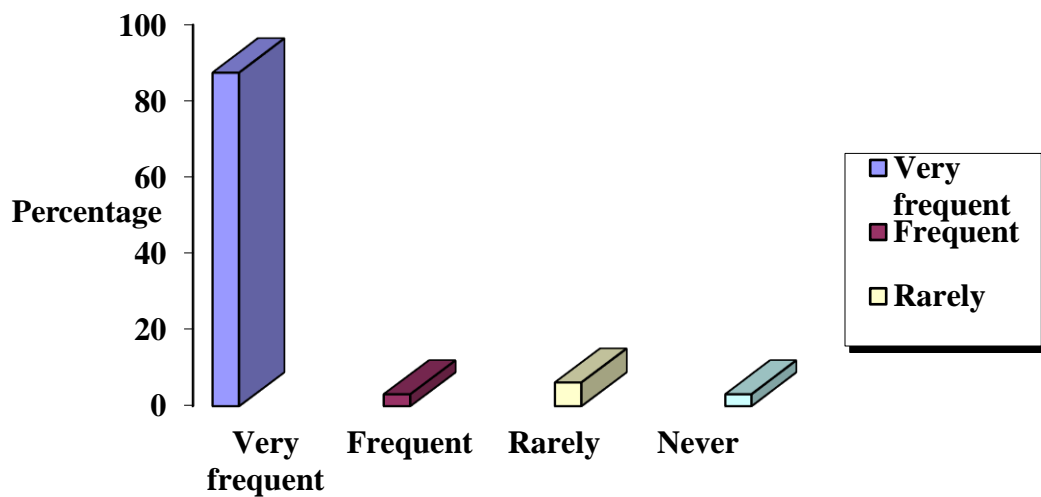


Figure 4.6 Use of personal experience

On this question a very large percentage of teachers indicated that they draw from personal life experiences “very frequently”. This finding is contrary to the findings by Elvirah et.al (2008) who argue that teachers had difficulty in identifying relevant life situations to certain topics. If the teachers sampled here used the personal experiences frequently it implies they had no difficulty in finding the real life situations. Unlike

Elvirah et al. (2008) the teachers in this study did not find certain topics too sensitive to handle.

4.2.5 Types of objectives used in a CRE lesson when using Life Approach

The teachers were asked by the researcher to give responses to reveal their understanding of knowledge, attitudinal and skill objectives. The first objective is knowledge objective which focuses on the content or knowledge the students should acquire by the end of the lesson. The terms used to state knowledge objectives include, explain, state, identify, name, discuss, recite, memorize and define. Attitudinal objective is the second objective which refers to the attitude the teacher expects the student to acquire as a result of being taught a specific aspect of a topic. This may be acquired over a long period of time. Lastly is the skill objective where students are required to do 'something' to demonstrate what they have learned. The researcher observed lessons plans. The researcher found out that knowledge and attitudinal objectives were well indicated on the lessons plans. In the questionnaire, the responses of the participants were recorded as "very clearly understand", "clearly understand" and "do not understand". The majority, 48 (75%) respondents indicated that they understood very clearly the knowledge objective. From the data generated eight (25%) of the respondents reported to 'clearly understand' the objective. The findings also indicated that 32 respondents which represent 50% understood "very clearly" the attitudinal objective while another 50% "clearly" understood the objective.

There were 16 (25%) respondents who reported not to understand the skill objective while 24 (37.5%) and another 37.5 % respondents understood "very clearly" and just "clearly" understood the skill objective. The table 4.4 summarizes the information above.

Table 4.4: Types of objectives used in a CRE lesson when using Life Approach

Objective	Very clearly understand		Clearly understand		Do not understand	
	F	P	F	P	F	P
Knowledge	48	75	16	25	-	-
Attitudinal	32	50%	32	50%	-	-
Skill	12	37.5	24	37.5	16	25

KEY: F for Frequency, P for Percentage

From the results presented in table 4.4, it is clear that the majority of CRE teachers understand the knowledge objective. The minority of CRE teachers did not understand the skill objective. This means teachers are not capable of enabling the majority of students to apply to real life situations what they learn. Teachers' knowledge is very important for effective teaching. What teachers in this study revealed is what Shulman (1987) referred to as content knowledge and pedagogical content knowledge. Borko and Putnam (1995) argued that teachers' knowledge guides their decision in academic practice and teachers must be encouraged to increase and expand their knowledge in order to aid them practically.

4.2.6 Suggestions of Life Approach

The researcher asked the participants to mention the suggestions they wished to be made by specialists about Life Approach. The majority of the participants indicated that

they had no suggestions to be made to the method. This was an expression of confidence in their knowledge level of Life Approach: they understand it therefore there is no need for further clarification. Other participants left the space blank while still others gave the following suggestions of clarifications to be made to Life Approach; it should include a lot of illustration, it should be applied in every CRE lesson hence there is need for CRE to be given more lessons on the timetable and allocated more time, teachers should be taken for in-service to polish their skills in using Life Approach, should enable students to grow morally and upright and lastly, the attitudinal objective should be stressed in every lesson.

4.3 Teacher Training

Objective Two of the study was set to determine the pre-service training and in-service training level of teachers of CRE on the use of Life Approach. To generate data for this objective the questionnaire tool required participants to comment on their pre-service and in-service training about Life Approach.

4.3.1 Pre-service training of CRE teachers

At Section C of the tool teachers were asked to indicate whether in their pre- service they were trained to teach CRE using Life Approach. A majority (84.375%) agreed that they were trained to use Life Approach when teaching CRE while only 10 (15.625%) disagreed with the idea. All the 10 participants had the first degree only. A majority, 8 were females aged between 22 to 28 years and less than 2 years of teaching experience. Two males were aged between 29 to 35 years with teaching experience of 6 to 10 years. The Figure 4.7 summarizes the information discussed above.

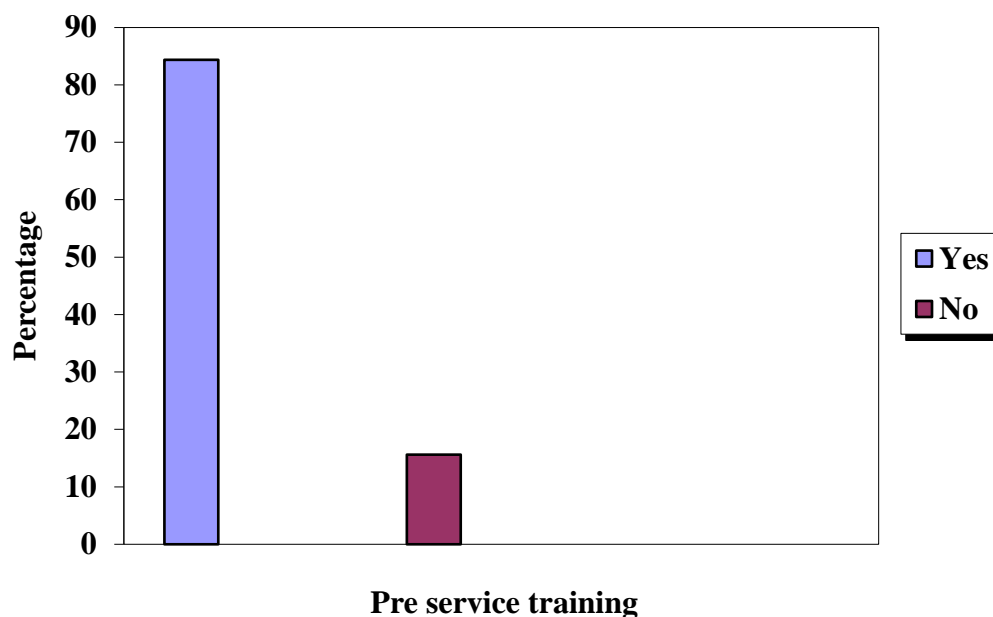


Figure 4.7 Pre-service training of CRE teachers

From the findings presented in figure 4.7, it is clear that the majority of CRE teachers were trained to teach using Life approach. Despite this claim to having received training only 12.5% of teachers as shown in table 4.2 took their students through the recommended five stages of a lesson. It is contradictory that teachers who left colleges less than two years before this study should not properly use the knowledge they acquired in training. During subsequent discussion with teachers they said they were required by the school management to complete the syllabus by the end of second term in form three to allow enough time for preparation for KCSE. Teachers find the use of the Life Approach time consuming. Teachers' rush to complete the syllabus is a confirmation of Evening's ((1972) assertion that some approaches are difficult to be used because the syllabus is geared towards examinations.

The 54 participants, who gave “yes” as their response in figure 4.7, were asked to indicate the frequency they used Life Approach in their teaching. The responses were categorized in three; “occasionally” “frequent” and “very frequent”. From the findings 20 (37.037%) respondents used Life Approach in their teaching “very frequently” while 20 (37.037%) and 14 (25.83%) respondents used Life Approach in their teaching “frequently” and “occasionally”, respectively. Further scrutiny of the questionnaires showed that the majority of teachers who chose “yes” are those with less than two years teaching experience, they had only previously left training institutions.

The five teachers who gave “no” as their response in figure 4.7 were asked to mention the alternative methods they used in their teaching. The methods mentioned by 8 respondents were question and answer, role play, dramatization, note-giving, discussion and lecture method. However 2 respondents did not respond to the question asked. Further scrutiny of the questionnaire showed that the teachers who chose “no” are those with above 6 years teaching experience.

4.3.2 In-service training of CRE teachers

The researcher asked teachers to indicate whether they have or have not attended in-service courses on Life Approach in teaching CRE. Attendance of in-service was coded 1 while non-attendance was coded 2 for computer analysis. The majority (71.875%) indicated that they have not attended in-service course on Life Approach whereas 28.125% indicated that they have indeed attended an in-service training on Life Approach. The table 4.5 shows the summary of the above information.

Table 4.5 In-service training of CRE teachers

Response	Frequency	Percentage
Yes	18	28.125
No	46	71.875
Total	64	100

Majority of teachers had not attended any in-service training. In-service training is invaluable for it helps acquaint the practicing teachers with the latest innovations in the curriculum of their subject area. In this way the teacher is most able to cope with new demands in their area of specialization as well as new approaches and methodology intended to enhance teaching and learning. This finding is in agreement with what Vivere (2014) had noted. Scores of teachers never further their education which makes them fail to keep abreast with the changing trends in education. He further claims that some of the teachers have been in the service for over 10 years without attending a single refresher course.

From the results presented in table 4.5 it is clear that there is need to sensitize CRE teachers to attend in-service courses on use of Life Approach whenever such courses are offered

The number of in-service courses attended by teachers varied. The number of refresher courses was categorized as 1-4, 4-6 and above 7. Out of the 18 teachers who had attended in-service courses 14 had attended between 1-4 courses, while 4 respondents had attended above 7 courses. The 46 teachers who had not attended in-service courses gave their reasons as follows; 26 respondents indicated that it was because funds were

not available while 18 respondents indicated that they did not attend any course because the Ministry of Education had not organized any. Only 2 respondents indicated that they did not attend in-service courses because there was no time to attend. Those who had attended the in-service training very frequently drew examples from their personal experiences in the course of their teaching. The majority of these teachers also had their CRE student performance mean score above 70%.

4.4 Attitudes of CRE teachers towards Life Approach

Objective Three for this study was to find out teachers' attitudes on the effectiveness of using Life Approach in teaching CRE. The responses indicating attitudes of teachers towards the use of Life Approach were taken from 64 study participants. The ten-item questionnaire was set to collect data from teachers. The participants were expected to respond by checking at SA, A, UD, D, or SD. While scoring the questionnaires the highest possible score for each item on the attitude scale was 5.0 points and the lowest was 1.0. The highest possible mean score for a respondent was 5.0 and the lowest was 1.0. The midpoint was taken to be 3.0 and this was used to categorize teachers as either "positive" or "negative".

Three items were positively stated. The other 7 statements were negatively stated. A positive response to item 1 were assigned values of 5, 4, 3, 2 and 1 for "strongly agree", "agree", "undecided", "disagree" and "strongly disagree" respectively. These values were reversed for negatively inclined items so that high scores always indicated positive attitudes while low score represented negative attitude towards the use of Life Approach.

The total highest score per person was 50. This was arrived at by multiplying the number of attitude items (10) with the highest value (5). Scores on attitude by individual

ranged from 10 to 40. The median score was 30. The value 3 was multiplied with the total number of attitude items which is 10 to get 30. An individual who scored below 30 was termed as having negative attitude while those who scored above 30 were termed as having positive attitude. Those who scored 30 were termed as having ambivalent attitude. Table 4.7 next summarizes how specific items on the Attitude Scale were scored. Depending on where the participant ticked an appropriate value was written in the “Score” columns.

Table 4.7 How values were assigned on the attitude scale

Statement	SA	A	UD	D	SD	SCORE
I enjoy teaching CRE	5	4	3	2	1	
I enjoy teaching CRE using Life Approach	5	4	3	2	1	
The content in CRE syllabus is too wide	1	2	3	4	5	
The time allocated for the CRE should be increased	1	2	3	4	5	
Life Approach demands a lot of critical thinking	1	2	3	4	5	
There is need for in-service training to broaden the knowledge of using Life Approach	1	2	3	4	5	
Life Approach is tedious	1	2	3	4	5	
Life Approach takes too long to cover a unit	1	2	3	4	5	
I find it easy to write Life Approach objectives	5	4	3	2	1	
CRE examinations do not require Life Approach skills	1	2	3	4	5	

For each item a mean and standard deviation were calculated. Scores on the attitude scale ranged from 1 to 5. For each item on the scale the mean ranged between 1 and 5.

The results of the responses are shown in table 4.6 next;

Table 4.6: Summary of teachers' attitudes towards Life Approach

Item	Statement	Mean score	Standard deviation
1	I enjoy teaching CRE	4.94	0.24
2	I enjoy teaching CRE using Life Approach Method	4.67	0.47
3	The content of CRE is too wide	2.65	1.16
4	The time allocated for CRE should be increased	3.63	1.4
5	Life Approach demands a lot of critical thinking	1.84	1.09
6	There is need for in-service training to broaden the knowledge of using Life Approach Method	1.28	0.89
7	The content in CRE syllabus is too wide	3.26	1.35
8	Life approach is tedious	2.93	1.3
9	I find it easy to write Life Approach objectives	3.6	1.06
10	CRE examinations do not require Life Approach skills	3.25	1.04
	Overall	3.207	

The overall score by teachers on the global attitude scale is 3.207, a score above the median mark of 3.0. It shows that the teachers are generally positive towards the Life Approach.

The researcher sought to highlight specific items in the attitude scale where either the teachers were generally negative and those where the teachers were generally very positive. Items 3, 5, and 6 were those where teachers were negative to the extreme. Items 1, 2, and 9 were those where the teachers were positive to the other extreme. Items 1, 2 and 9 were those where the teachers gave high scores of more than 3.6. The statements were generally positive. Strong agreement with the positive statements indicated that the teachers were positive towards Life Approach. Many teachers responded positively to Item 1 which sought to know whether they like teaching CRE or not. They enjoyed teaching CRE. This sentiment was supported by their reaction to Item 2 which sought to find out their reaction to Life Approach. Teachers stated that they enjoy teaching CRE using the Life Approach. At Item 9 teachers also acknowledged to having no difficulty in writing objectives on Life Approach.

On items 3, 5, and 6 teachers were generally very negative. But note that the items 3, 5, 6 are generally negative. Low scores mean that teachers did not agree with the statements. On Item 3 teachers expressed the view that the content of CRE is not too wide. In discussion after the attitude test, teachers showed that they are comfortable with the detail in the CRE syllabus. When teachers perceive content as too wide they tend towards using methods that they feel are time saving. On Item 5 teachers expressed the view that Life Approach does not demand critical thinking before application. They were comfortable with the demands of Life Approach. A teacher should prepare well in advance if she/he is to use the Life Approach meaningfully. Teachers did not think

that there is need for in-service training of teachers for them to be able to use Life Approach techniques in schools. This is reflected in their response to Item 6. In other sections of the questionnaire teachers indicated that they had been adequately trained to use the Life Approach techniques.

CRE, teachers should preferably hold positive attitudes towards the subject. Overall, teachers had favourable attitudes towards the Life Approach to teaching CRE. Given this position it is expected that the majority of teachers would therefore frequently use the Life Approach in their lessons. This is consistent with the view of Galton and Williamson (1992) who noted that teachers' attitude towards a certain teaching strategy affects the choice of teaching methods. Many teachers will resort to particular teaching methods simply because they are comfortable with them.

4.4.1 Gender and attitudes of CRE teachers towards Life Approach

The gender of CRE teachers were categorized as males and females. The attitude of males and females towards Life Approach varied as shown in table 4.8 below.

Table 4.8 Gender and attitudes

Gender	Positive	Negative	Ambivalent
Males	14	4	6
Females	18	18	4
Total	32	22	10

The total number of respondents who had positive attitudes towards the use of Life Approach was 32 which represent 50%. Among the 32 respondents with positive attitudes, 14 were male while 18 were females. This means that females towards more

positive about use of Life Approach. The findings also indicated that out of the 22 respondents which represent 34.375% had negative attitudes towards use of Life Approach, 6.25% were male while 28.125% were female. There were those respondents who had ambivalent responses. This group constituted 15.62% of the total sample, out of which 9.375% were male while 6.25% were female.

While the descriptive statistics above are important it was necessary to establish the relationship, if any, between sex of a teacher and attitude held. Ignoring the ambivalent group, an attempt was made to correlate teacher gender with attitude towards Life Approach. To do this a 2×2 contingency table was developed showing numbers of teachers in each cell. The 2×2 contingency table was prepared to facilitate a χ^2 test. The number of observed teachers who were either positive or negative was entered into the computer 2×2 chi-square calculator. The result was a chi square statistic of 3.8352 where the p-value is <0.050186. This result is therefore not significant at $P < 0.05$. There is no relationship between teacher gender and the attitude teachers hold towards Life Approach.

4.4.2 Age and attitude of CRE teachers

The attitudes of teachers towards the use of Life Approach varied according to their age as summarized in table 4.9 below.

Table 4.9 Age and attitude of CRE teachers

Age	Positive		Negative		Ambivalent	
	F	P	F	P	F	P
22-28 years	28	43.75	10	15.625	2	3.125
29-35 years	-		6	9.375	6	9.375
36-42 years	2	3.125	-	-	-	-
43 and above years	2	3.125	6	9.375	2	3.125
Total	32	50	22	34.375	10	15.625

From the findings in table 4.9 above, the majority of those with positive attitude towards the use of Life Approach were 28 respondents which represent 43.75%. Their ages were between 22- 28 years. It is in this group of 22-28 that 15.625% had a negative attitude while 3.125% gave an ambivalent response.

The study findings indicated that 6 (9.375%) respondents of the age between 29-35 years had negative attitude while another 6 (9.37%) respondents of the same group had ambivalent attitude towards the use of Life Approach. The minority of the participants were from the age group between 36-42 years. There was only 2 (3.125%) respondent in this group. These 2 respondents had positive attitude towards the use of Life Approach in teaching CRE.

The last age group is that of teachers above the age of 43. In this group findings also indicated that 2 respondents (3.125%) had positive attitude of Life Approach while 6 respondents (9.37%) had negative attitudes towards the use of Life Approach. In the age group between 43 years and above, 3.125% had positive attitude, 9.375% had negative attitudes while 3.125% had ambivalent attitudes towards the use of Life Approach.

The descriptive statistics above are important. However, the researcher went beyond the import of descriptive statistics to infer meaning of the statistics. It was necessary to establish the relationship, if any, between age of a teacher and attitude held. Ignoring the ambivalent group, an attempt was made to correlate teacher age with attitude towards Life Approach. To do this a 4×2 contingency table was developed showing numbers of teachers in each cell. The 4×2 contingency table was prepared to facilitate a χ^2 test. The number of observed teachers who were either positive or negative was entered into the computer 4×2 chi-square calculator. The result was a chi square statistic of 17.2666 where the p-value is <0.000623. This result is therefore significant at $P < 0.05$. There is a relationship between teacher age and the attitude teachers hold towards Life Approach. Even from descriptive statistics previously presented, younger teachers appeared to be more positive towards Life Approach. The χ^2 test serves to confirm this result.

4.4.3 Academic qualification and teachers' attitudes

The academic level of the respondents varied. The data was collected from 64 respondents. The table 4.10 next summarizes the academic level of the respondents and their attitudes towards the use of Life Approach in teaching CRE.

Table 4.10 Academic qualifications level and attitude of CRE teachers

Level of education	Positive		Negative		Ambivalent	
	F	P	F	P	F	P
Diploma	8	12.5	6	9.375	-	
Degree	22	34.375	12	18.75	10	15.625
Masters	2	3.125	4	6.25		
Total	32	50	22	34.375	10	15.625

The findings in table 4.10 indicated that 50% of respondents with academic level ranging from Diploma to Master's degree had positive attitudes towards the use of Life Approach. Out of the 50% with positive attitudes, 34.375% of those respondents had a first degree, 12.5% had earned a diploma certificate, while only 3.125% had earned a master's degree. Further scrutiny of the findings also indicated that 18.75% of respondents with first degree had negative attitudes towards the use of Life Approach. Those with diploma and master's degree with negative attitude constituted 9.375% and 6.25% respectively.

Finally there are those who held ambivalent attitudes towards Life Approach. As many as 10 study participants which represent 15.625% had ambivalent responses. These respondents had first degrees.

Important as the descriptive statistics above are, the researcher decided to go further to establish the relationship, if any, between academic qualifications level of a teacher and

attitude held. Ignoring the ambivalent group, an attempt was made to correlate teacher academic qualification level with attitude towards Life Approach. To do this a 3×2 contingency table was developed showing numbers of teachers in each cell. The 3×2 contingency table was prepared to facilitate a χ^2 test. The number of observed teachers who were either positive or negative was entered into the computer 3×2 chi-square calculator. The result was a chi square statistic of 2.1142 where the p-value is <0.34746. This result is therefore not significant at $P < 0.05$. There is no relationship between teacher academic qualification level and the attitude teachers hold towards Life Approach.

4.4.4 Teaching experience and attitudes

The researcher collected data on the length of time teachers of CRE had taught. The years of experience ranged from zero to infinity. The teaching experience of teachers and their attitudes varied as shown in table 4.11 below.

Table 4.11: Teaching experience of CRE teachers and their attitudes

Teaching experience	Positive		Negative		Ambivalent	
	F	P	F	P	F	P
Less than 2	22	34.375	6	9.375	6	9.375
3-5	6	9.375	6	9.375	-	-
6-10	2	3.125	4	6.25	2	3.125
Above 10	2	3.125	6	9.375	2	3.125
Total	32	50	22	34.375	10	15.625

The majority of the teachers, (34 or 53.125%) were those with less than 2 years teaching experience. Out of this proportion 34.375% had positive attitudes while 9.375% and 9.375% had negative and ambivalent attitudes, respectively, towards the use of Life Approach. The research findings indicated that CRE teachers with 3-5 years teaching experience took up 18.75% of the spaces available. Within this group 9.375% of teachers were positively inclined just as an equivalent portion was negatively inclined.

A minority of teachers at 12.5% had a teaching experience of 6-10 years. Out of this, 6.25% had positive attitudes while 3.125% had negative and ambivalent attitudes towards the use of Life Approach. The teachers with more than 10 years teaching experience constituted 15.625%. 3.125% had positive attitudes while 9.375% had negative attitudes. Those with ambivalent attitudes were 3.125%.

Given the data at the researcher's disposal, a further attempt was made to go beyond the descriptive statistics above and establish the relationship, if any, between teaching experience of a teacher and attitude held. Ignoring the ambivalent group, an attempt was made to correlate teacher teaching experience with attitude towards Life Approach. To do this a 4×2 contingency table was developed showing numbers of teachers in each cell. The 4×2 contingency table was prepared to facilitate a χ^2 test. The number of observed teachers who were either positive or negative was entered into the computer 4×2 chi-square calculator. The result was a chi square statistic of 10.3113 where the p-value was <0.016097. This result is therefore significant at $P < 0.05$. There is a statistically significant relationship between teachers' experience and the attitude teachers hold towards Life Approach.

From the results adduced in this study it is clear that the majority of teachers had positive attitudes towards the use of Life Approach. Overall, female teachers of age

between 22-28 years, those with first degree and a teaching experience of less than two years had positive attitude towards the use of Life Approach. This might be because most of them were still fresh from university. The proportion of teachers who do not have a clear positive disposition towards Life Approach is still too large to be ignored. Greater exposure should enable this negative or ambivalent group to become more favorable towards Life Approach. This is in tandem with the suggestion by Bishop (1985) that the process of curriculum implementation involves changing attitudes towards the curriculum of all the parties involved especially the teachers. According to Gross et al (1971), when teachers have positive attitudes towards an innovation they will be willing to spend time and efforts in the implementation.

4.4.5 K.C.S.E general performance of CRE students

The researcher asked the CRE teachers to rate the general performance of their CRE students in K.C.S.E over the last 3 years. From the findings, 15.625% of teachers had their general performance of CRE of between 70-80%. The majority of teachers, 53.125% had their students with general average performance of 60-70%. While those teachers who had their students with general performance of between 50-60% were 28.125%. 2 of the respondents which represent 3.125% had not presented the students to the K.C.S.E level because the school was newly founded. The information above has been summarized in table 4.12 below.

Table 4.12 K.C.S.E general performance of CRE students

Range	Teachers response	
	F	P
80 and above	-	-
70-80	10	15.625
60-70	34	53.125
50-60	18	28.125
Below 50	-	-
Not yet	2	3.125
Total	64	100

From the results presented in table 4.12 above, it is clear that general average performance of CRE in public secondary schools in Bungoma is 50%. According to Sweeney (2002) and Kratz (2009), teachers' attitudes are important factors in the learning process as well as academic performance.

4.4.6 Effectiveness of Life Approach

The majority of CRE teachers admitted that the use of Life Approach in teaching CRE is effective since it makes learning more lively and interesting. Teaching is effective when it attains set goals within the time allocated. Borich (2000) contends that effective teachers are those who use meaningful verbal signals to get students actively participating in the learning process. Many participants of this study thought Life Approach is effective. However there were 9% of respondents who chose not to comment on the effectiveness of Life Approach in a lesson. Failure to comment may have been triggered by the fact that they did not have an idea about the use of Life Approach in a CRE lesson. Research indicates that teacher preparation/knowledge of teaching and learning, subject matter knowledge and experience are some of the critical factors leading to lesson effectiveness. It would imply that teachers' knowledge of Life Approach is crucial in their use of the method. When the teachers appear not to know what the method is they should not be expected to use it effectively. According to Jenkins and Metcalf (2003), effective teachers are generally positive minded individuals who believe in themselves and in the success of their students as well as their own ability to help students to achieve.

4.5 Utilization of Life Approach techniques in the classroom

The last objective Four was set to determine teachers' utilization of the Life Approach in the teaching CRE lessons. To generate data for this objective the researcher analysed at the schemes of work and lesson plans for the participants. She also observed live lessons.

The researcher observed presentation of CRE lessons to ascertain how the five stages of a CRE lesson were utilized. According to Walaba (2008) a teacher should begin the

lesson by involving the students in reflecting on their day-to-day experience related to the topic of the day in order to arouse student's interest and attention. According to Walaba this may be done in the form of questions, demonstrations, songs and interesting stories related to the topic. In the lessons observed, the researcher noted that at the introduction stage of a CRE lesson, the majority of teachers linked the previous lesson to the current lesson. This was done by the teacher asking oral questions. The majority of the teachers would then introduce the new topic. Teachers hardly utilized other strategies such as demonstrations, songs, and anecdotes. In discussion with teachers after the class they said the time allocated for CRE is limited considering the fact CRE lessons do not have double lessons. The teachers also said that the school management demands that they complete the syllabus early enough in order to give room for preparation of national examinations. This jeopardizes the use of other teaching strategies.

The next stage is Biblical experience. The researcher observed that the majority of teachers utilized this stage well. The teachers introduced biblical text to be read then allowed one of the students to read the biblical text to the class. For example, teacher A, who was teaching the topic Jesus and the 12 disciples to a Form Two class, instructed one of the students to read Luke 9:1-9. The bible text read was relevant to the theme of the lesson.

The next stage is Biblical explanation. The researcher observed that after reading the biblical text, the majority of teachers asked their students what they had learnt from the text. This was done by asking oral questions. The use of oral questions made learning more real, lively and interesting. This was followed by teachers' explanation where the teacher elaborated the biblical experience

The fourth stage is application and response. At this stage the teacher is required to help the students to reflect, analyze and synthesize information and apply it to their own life (Lulley, 2009). The researcher observed that the teachers did not utilize the application and response stage. At this stage, the students should be able to explain how the theme of the lesson can be applied in their real life. Therefore the teacher should be able to evaluate whether lesson objectives were achieved or not.

The last stage is the conclusion. The researcher observed that majority of teachers utilized this stage well. The majority of teachers asked oral questions based on the content taught to help students consolidate the lesson. The majority of teachers then summarized the lesson by highlighting the main points of the lesson.

The researcher observed that though the syllabus recommends the utilization of five stages of a CRE lesson, the majority of teachers utilized only four stages namely; introduction, biblical experience, Biblical explanation and conclusion. Onsongo (2002) in her research found out that many teachers in most schools did not utilize the application and response in their teaching. The researcher of this study confirms Onsongo's statement.

4.5.1 Availability of schemes of work

The researcher observed the availability of schemes of work of 64 teachers of CRE. The researcher found out that the schemes of work were available. Though the majority of schemes of work were kept at the heads of department office but it was only made available when need arose especially during school assessment by the education officers. This means that it was prepared for administrative purposes. Though Mukwa and Too (2002) stated that no teacher can effectively teach without a scheme of work,

the findings of this study indicated otherwise that teachers did not refer to SOW because they were kept at Heads of department office.

The researcher found out that the majority, 68.75% of schemes of work were prepared by the heads of department while 31.25% were prepared by individual teachers. The findings also indicated that 100% of the schemes of work were approved.

The researcher also observed that 100% of the scheme of work indicated various activities that are demonstration, discussion, class project and role play.

4.5.2 Availability of lesson plans

From the 64 teachers who participated in this study, only 4 teachers had lesson plans. This represents 6.25% while the majority, 93.75% did not have lesson plans. The 4 teachers prepared the lesson plans individually and they were approved by the head department. From the finding the 4 lesson plans indicated knowledge and attitudinal objectives. A lesson plan is a short term plan of the instructional process by the teacher. It enables the teacher to translate information from the scheme of work into practical activities in the classroom. Aggarwal (1996) stated that one of the most important elements in good teaching is lesson planning and it should be a continuous process for there is need to keep materials and plans current and relevant to the prevailing needs. It is unfortunate that the majority of CRE teachers do not prepare lesson plans. Without a lesson plan the teacher may not have the necessary mental and written preparation for teaching. This might result in unsystematic delivery of content during the lesson.

4.6 Summary of the Chapter

The data analyzed and discussed in this chapter were generated by questionnaire, document analysis, observation and interview guides based on the formulated research objectives. Data generated is analyzed and discussed along the specific objectives of the study. Results on teacher knowledge of the use of the Life Approach, attendance of pre-service and in-service training, teacher attitude of the effectiveness of Life Approach in learning among pupils, and effectiveness of teacher utilization of Life Approach techniques in the classroom are all presented. The next Chapter Five presents a summary of the results, conclusions and recommendations arising from the findings of this study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to investigate teacher's knowledge, attitudes and skills of utilization of the Life Approach method in the teaching of Christian Religious Education in public secondary schools in Kenya but with specific reference to schools within Bungoma County. In this chapter the researcher summarizes the findings, and presents conclusions and recommendations basing on data obtained on the following objectives;

- i. Determine teacher's knowledge of the use of Life Approach in teaching of Christian Religious Education in public secondary schools in Bungoma County.
- ii. Determine the pre- service and in- service training level of teachers of CRE on the use of Life Approach in the teaching of Christian Religious Education in public secondary schools in Bungoma County.
- iii. Generate and analyze teachers' attitudes towards the use of the Life Approach in teaching Christian Religious Education in public secondary schools in Bungoma County.
- iv. Determine teachers' utilization of the Life Approach in presenting CRE lessons in public secondary schools in Bungoma County.

5.1 Summary of Findings

5.1.1 Biographical data

The researcher documented the profiles of the selected teachers in this study so that their teaching approaches may be understood against the background of their specific characteristics. The selected participants were 64. From the findings, there were 62.5% females and 37.5% males. The majority of teachers selected (62.5%) were aged between 22 to 28 years and the smallest proportion at 3.125% were those of the age between 36 to 42 years. From the findings of this study, those with first degree were 68.75%, while those with Diploma certificate and Master's Degree were 21.875% and 3.125% respectively. The researcher found out that 53.125% had teaching experience of less than two years while all those with teaching experience exceeding two years share a percentage of 46.875%.

The researcher found out that 46.875% of the selected teachers in this study had a combination of CRE and History as their teaching subjects. Those with combination of CRE/ Kiswahili and CRE/Geography were 31.25% and 21.875% respectively. The researcher found out that the majority of CRE teachers were aged between 22 and 28 years with 2 years teaching experience. The study also revealed that the majority were females.

The researcher found out that the majority, 50% of selected teachers had positive attitudes toward the use of Life Approach. Another proportion of 34.375% had negative attitudes while 15.675% had ambivalent responses. The researcher found out that CRE teachers did not utilize the professional documents; schemes of work and lesson plans as required. The majority of teachers, 60 (93.75%) did not prepare lesson plans while only 4 (6.25%) prepared lesson plans

5.1.2 Teacher's Knowledge of Life Approach

The researcher sought to find out the teacher's knowledge of the use of Life Approach in teaching of Christian Religious Education. From the findings, out of the 64 participants, only 8 (12.5%) took their students through the recommended five stages of a CRE lesson while teaching using Life Approach. The recommended stages are Introduction (Human Experience), Biblical Experience, Biblical Explanation, Application and Response and Conclusion. The majority of participants (50%) took their students through three stages namely; Introduction, Lesson development and Conclusion. This three are the usual stages of any lesson in any subject. According to Smith (1964), the teachers using the Life Approach to Religious Education teaching, help students to acquire skills, values and attitudes which will enable them to grapple more effectively with ever changing circumstances and new experiences. From the findings the teachers who used Life Approach in their teaching had their students' general average performance of 60% to 70%.

From the findings of this study, 87.5% of the teachers drew from their personal experience very frequently in their teaching. There are those teachers who rarely and never drew their personal experience. The group constituted 6.25% and 3.125% respectively.

Teachers incorporated other methods with Life Approach while teaching CRE. From the findings of this study, the majority of teachers, 90.625% used Question and Answer method very frequently. This was followed by the use of discussion method at 62.5%. Those teachers who used storytelling and demonstration were 37.5% and 31.5% respectively. Other methods used by the teachers were role play at 12.5%, song and dance at 12.5% and lastly dramatization at 9.375%. According to Chamberlain and

Kelly (1981) a knowledgeable teacher is one who is able to vary instructional strategies. From the findings of this study the teachers used various teaching strategies in their lessons depending on the topic taught.

The researcher sought to find teachers' understanding of the three objectives in CRE; knowledge objective, attitudinal objective and skill objective. From the findings 75% of the participants understood the knowledge objective. The teachers who understood attitudinal objective and skill objective were 50% and 37.5% respectively.

5.1.3 Teacher Training in teaching Life Approach

The second objective was set out to determine the pre- service and in- service training level of teachers of CRE on the use of Life Approach in the teaching of Christian Religious Education in public secondary schools in Bungoma County. The researcher found out that the majority of CRE teachers were trained to use Life Approach in their pre service training. However, the minority had not attended the in service training to further their knowledge on the use of Life Approach. From the findings, the majority of teachers 84.375% were trained to teach using Life Approach in their pre-service training. Out of the 64 participants, 10 (15.625%) were not trained to teach using Life Approach in their pre-service training. According to (Wilke, 2004) the pre-service training exposes pre-service teacher trainees to new perspectives as well as prepares them in knowledge and skills. From the findings of this study, it is clear that the majority of teachers were trained to teach using Life Approach.

The researcher sought to find out the in-service training of teachers. Greenland (1984), has described in-service training as a training that is designed to; provide certification for unqualified teachers; upgrade teachers' knowledge or skills; prepare teachers for new roles and/or introduce new curricula or provide teachers with refresher courses.

This study found out that the teachers who had attended the in-service training on Life Approach were the minority at 28.25%. The majority of teachers, 71.85% had not attended any in service training on use of Life Approach. Greenland (1984) also noted that to upgrade teachers' knowledge and skills there should regularly attend the in-service training.

5.1.4 Attitudes of teachers towards Life Approach

The third objective set out to generate and analyze teachers' attitudes towards the use of the Life Approach in teaching Christian Religious Education in public secondary schools in Bungoma County. The study found out that the majority had positive attitudes about the use of Life Approach. However the minority had ambivalent attitudes. The researcher sought to find out teacher's attitudes of the effectiveness of using Life Approach in teaching Christian Religious Education. The researcher gave the participants 8 attitude items. The participants were supposed to indicate their answers as follows, "strongly agree", "agree", "undecided", "disagree" and "strongly disagree". Depending on the answers of the participants, each attitude item was awarded points ranging from 1 to 5. Those participants, who scored above 30 marks, were termed as having positive attitudes. Those participants with below 30 marks were termed as having negative attitudes. Those participants with 30 marks were termed as having ambivalent attitudes. From the findings, the majority of teachers, 50% had positive attitudes towards the use of Life Approach. Those with negative attitudes towards the use of Life Approach were 37.75%. From the findings of this study, 15.625% had ambivalent attitudes towards the use of Life Approach. According to Ongeti (1986) the need for positive attitudes towards a subject is important because a relationship has been found to exist between attitudes and achievement. For a school to perform well in CRE, teachers should always have positive attitudes towards the

subject. Galton and Williamson (1992) further note that teachers' attitude towards a certain teaching strategy affects the choice of teaching methods and some of them resort to particular teaching methods simply because they are comfortable with them.

5.1.5 Utilization of Life Approach techniques in the classroom

Finally, the fourth objective was sought to determine teachers' utilization of the Life Approach in presenting CRE lessons in public secondary schools in Bungoma County. The researcher found out that the teachers prepared schemes of work; they were approved and kept at the heads of department offices. These teachers did not use the schemes of work as recommended by the Ministry of Education. The research study also revealed that the majority of CRE did not prepare lesson plans. The researcher sought to find teachers' utilization of the Life Approach in presenting CRE lessons. In obtaining data for this objective, the researcher examined the schemes of work and lesson plans of the participants. The researcher also observed class presentation. From the findings of this study, the majority of participants 68.75% had the schemes of work prepared by heads of department. Those schemes of work prepared by individual constituted 37.75%. The researcher found out that the majority of schemes of work were kept at the heads of department office and are only availed when there is need. According to Mukwa & Too (2002), no teacher can effectively teach without a scheme of work.

The researcher also found out that only 4 (6.25%) participants prepared their lesson plans on a daily basis. The mass of participants at 93.75% did not prepare lesson plans. Although lesson planning should be a continuous process for there is a constant need to keep materials and plans current and relevant to the present needs, the majority of teachers in this study did not prepare lesson plans.

During class presentation the researcher observed the used question and answer. This study found out that the majority, 90.625% very frequently used question and answer in their teaching. Myers (1990), observes that the teacher tends to ask a lot of questions during a lesson. This increases the chances of student output through increased discussion. Aschner (1961) had earlier claimed that asking questions is one of the basic ways by which the teacher stimulates students thinking and learning. The teacher should direct questions to the students according to the objectives of the lesson to be achieved.

Class discussion was also used by the participants in their class presentation. The teachers, 62.5% used this method very frequent. According to Scholar, (1996) the discussion method is learner-centred, in the way they encourage active learning and reflection. The learner centered methods increases motivation among learner and the retention of information is high.

5.2 Conclusions

The researcher gathered information from 64 CRE teachers regarding the use of Life Approach. Basing on the information discussed in chapter four, the findings indicated that CRE teachers had the requisite knowledge in the use of Life Approach in their teaching. However, very few teachers were found to utilize their knowledge in the presentation of CRE lessons. It may be concluded that if teachers do not use Life Approach techniques, it is not for lack of knowledge but sheer unwillingness to use the techniques. The findings also indicated that the majority of CRE teachers had been trained to use Life Approach in their pre-service training. The researcher concluded that the teachers had the knowledge emanating from the pre-service training they had received. Universities and other training colleges can therefore be lauded for providing training in sync with classroom requirements. Therefore, when only 8 (12.5%) of

teachers follow the recommended five stages of a CRE lesson when using Life Approach in their teaching it must be concluded that there is weakness in the transfer of skills acquired in training to the practical situation in schools this is where a rigorous in-service programme would be useful. A small proportion of teachers said they attended in-service courses. Yet a large proportion claimed they were not aware of the existence of in-service courses. A reasonable conclusion to arrive at is that Ministry of Education Quality Assurance Officers should do more to reach all teachers in all schools so that they benefit from the in-service courses provided. Education is a lifelong process and it is in in-service courses that practicing teachers can come to grips with new ideas or refresh on what they learned but may have forgotten.

With regard to teacher attitudes on the effectiveness of Life Approach, this study revealed that the majority of CRE teachers had positive attitudes towards the use of Life Approach. Teachers think that when Life Approach techniques are used learning and performance improve. More should therefore be done to encourage teachers in the utilization of Life Approach techniques in teaching CRE.

On the basis of this study, it appears that teachers prepare schemes of work and lesson plans for teaching CRE. However, they do not always strictly follow the documents they prepare. Too many teachers appeared not to know the specific lesson stages of a Life Approach lesson. There was disconnecting between what appeared in the professional documents and what the teachers actually did. Utilization of Life Approach skills in the classroom could benefit from a closer adherence to professional documents. It is ironical that teachers should think highly of Life Approach techniques in enhancing learning yet do very little to enforce the techniques in the classroom.

5.3 Recommendations

The recommendations of this study were based on the objectives and research findings. First, the study revealed that secondary school teachers have sufficient knowledge of the Life Approach to teaching Christian Religious Education. Teachers also acknowledge the efficacy of the Life Approach. It is recommended that teachers should break the personal barriers which hinder them from utilizing a method they acknowledge to be effective. Teachers are therefore encouraged to use student-centred teaching methods such as Life Approach in order to promote effective teaching and learning. The study also revealed that CRE teachers tend not to utilize the five stages of a CRE lesson. They attribute this to shortage of time for Christian Religious Education. It is recommended that the time allocated for CRE lessons should be increased to enable teachers to practice all the skills they have mastered on Life Approach.

This study revealed that a large proportion of teachers did not participate in in-service courses whenever they were offered. Many claimed not to know about the existence of such courses. Considering the importance of refresher courses it is recommended that the government should put in place policies that will require every teacher to attend in-service courses every four years, for example. The Ministry of Education should also organize regular in-service training programmes and widely publicize such events. This will help sharpen the Life Approach skills of CRE teachers, in order to equip them to teach the subject effectively.

Teachers held positive attitude towards the utilization of Life Approach in teaching Christian Religious Education. This attitude was dominant, notwithstanding the fact that they do not always use the technique. It is recommended that Quality Assurance

and Standards Officers should visit schools more regularly to encourage teachers to use Life Approach more, a method they say works well.

A fourth finding was that the study revealed that CRE teachers did not frequently utilize professional documents, specifically the schemes of work and lesson plans, as required. It is therefore recommended that Heads of Department should ensure that every CRE teacher has a copy of the scheme of work and which is certified. The teachers should also be encouraged to prepare lesson plans on a daily basis. The principals should provide materials for lessons plans. This will enable teachers teach effectively.

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APPENDICES

Appendix 1: Introduction Letter

Dear colleague,

I am a post graduate student at Moi University pursuing a Master of Education degree specializing in Religious Education. In partial fulfillment of this course, I am conducting a research on Teachers' Knowledge and Skills on the use of Life Approach in the teaching of Christian Religious Education in Public Secondary Schools in Bungoma County.

As one of the stakeholders in education you have been selected to provide information for this study. Attached are questionnaires. The information provided is meant for educational purposes only and will be treated with confidentiality.

Your cooperation and assistance will be highly appreciated.

Yours sincerely

Cynthia Chebet.

M.ED Student

Moi University

Appendix II: Questionnaire for CRE Teachers

INSTRUCTION: Tick (✓) where appropriate or write all answers in the spaces provided

Section A: biographical Information

- a) What is your gender?
- i. Male ()
 - ii. Female ()
- b) What is your age?
- i. 22-28 years ()
 - ii. 29-35years ()
 - iii. 36 -42years ()
 - iv. 43 years and above ()
- c) What is your highest level of academic qualification?
- i. K.C.S.E ()
 - ii. Diploma ()
 - iii. Degree ()
 - iv. Master's Degree ()
- d) What is your teaching experience?
- i. Less than 2 years ()
 - ii. 3-5 years ()
 - iii. 6-10 years ()
 - iv. Above 10 years ()
- e) What is the type of the school?
- i. District ()
 - ii. County ()
 - iii. National ()

f) What are your teaching subjects?

SECTION B: TEACHERS' KNOWLEDGE ON LIFE APPROACH

1. a) How many stages of a lesson do you take your students through when using the Life Approach?

- None () One () Two () Three ()
 Four () Five () Many ()

b. Describe the stages mentioned in 1(a)

4 How often do use the following the following activities that you engage students in when teaching CRE?

	Very often	often	rarely	never
Demonstration	()	()	()	()
Role Play	()	()	()	()
Question and answer	()	()	()	()
Discussion	()	()	()	()
Class project	()	()	()	()

Story Telling () () () ()

Song and dance () () () ()

5 Which of the following types of objective Life Approach do you understand?

Very clearly understand clearly understand do not understand

Knowledge objective () () ()

Attitudinal objective () () ()

Skill objective () () ()

6 What suggestion(s) would you wish to be made about the Life Approach?

.....

.....

.....

.....

SECTION C: Teacher- Training

1 a) In your pre service training, were you trained to teach CRE using life approach in your pre service training?

Yes ()

No ()

b) If yes, how frequent do you use the Life Approach Method in your Teaching?

i. Occasionally ()

ii. Frequent ()

iii. Very frequent ()

c) If no, explain some recommended methods you use while teaching CRE?

2. How frequent do you use the following teaching methods when teaching CRE lesson?

	Occasionally	Frequent	Very frequent
Role play	()	()	()
Demonstration	()	()	()
Dramatization	()	()	()

2. Have you attended in-service courses on life approach method in the teaching CRE?

Yes ()

No ()

i) If yes, how many courses have you attended?

a) 1-4 ()

b) 4-6 ()

c) Above 7 ()

ii) If no, what are the reasons?

a) Funds are not available ()

b) Ministry of Education has not organized any ()

c) Lack of interest ()

d) No time to attend the course ()

e) Any other, state

Section C: Teachers' attitude

Kindly fill the table attitude appropriately in the spaces provided.

Tick (√) where necessary

Key: SA – Strongly Agree A – Agree UD – Undecided D – Disagree SD – Strongly Disagree

No	Statement	SA	A	UD	D	SD	SCORE
1	I enjoy teaching CRE						
2	I enjoy teaching CRE using Life Approach Method						
3	The content of CRE is too wide						
4	The time allocated for CRE should be increased						
5	Life Approach demands a lot of critical thinking						
6	There is need for in-service training to broaden the knowledge of using Life Approach Method						

7	The content in CRE syllabus is too wide						
8	Life approach is tedious						
9	Life approach takes too long to cover a unit						
10	CRE examinations do not require Life Approach skills						

4. What is the general average performance of your CRE students in KCSE over the last 3 years?

- i) 80 % and above
- ii) 70 – 80 % ()
- iii) 60 -70 % ()
- iv) 50 -60 % ()
- v) Below 50% ()

Section D: Teaching Method

5. How often do you incorporate the following methods in the teaching of CRE using Life Approach Method?

Tick (✓) where necessary

Method	Very Often	Often	Rarely	never
Role Play				
Demonstration				
Discovery				
Question and Answer				
Oral narrative (songs, Riddles, Proverbs				
Discussion				

6. Any other?

7. In your opinion is Life Approach component effective in the teaching of CRE?

8. Please comment freely on the effectiveness of Life Approach component in learning in schools?

Appendix III: Introduction Letter to Interview Guide

Dear colleague,

I am a post graduate student at Moi University pursuing a Master of Education degree specializing in Religious Education. In partial fulfillment of this course, I am conducting a research on Teachers' Knowledge and Skills on use of Life Approach in the teaching of Christian Religious Education in Public Secondary Schools in Bungoma County.

As one of the stakeholders in education you have been selected to provide information for this study. The information provided is meant for educational purposes only and will be treated with confidentiality.

Your cooperation and assistance will be highly appreciated.

Yours sincerely,

Cynthia Chebet

M.E.D student,

Moi University.

Appendix IV: Interview Guide for CRE Teachers

I am Cynthia Chebet, a postgraduate student at Moi University. Welcome to this interview. The interview will last for 15 minutes or less. I am going to ask you questions about Life Approach. Feel free to respond to the questions. To begin with;

1. When were you employed?
2. What are your other teaching subjects?
3. How many of you teach CRE at this school?
4. Do you feel comfortable given the number of lessons a week or would you rather there was a change?
5. What do you think about the facilities available for teaching CRE at this school?
6. In your judgement what role can CRE play in building Christian character among youths?
7. Do you teach using Life Approach?
8. How many stages of a lesson do you take your students through?
9. What are the reasons for not using the recommended five stages of a lesson?
10. What are the challenges you experience when teaching using Life Approach?

We have come to the end of interview.

Thank you for your time and cooperation.

Appendix V: Document Analysis

SECTION A: Schemes of work and Lesson Plans

1. Availability of the schemes of work

Available () Not available ()

2. a) Who prepares the schemes of work?

a) Individual teacher b) Head of department ()

c) Deputy Head teacher () d) Any other.....

3. a) Are the scheme of work approved?

Yes () No ()

3. The scheme of work shows the teaching methods and learning activities recommended that reflect Life Approach?

Teaching methods

Learning activities

SECTION B: Availability of scheme of work and lesson plan

1. Availability of the lesson plan

Available () Not available ()

Approved () Not approved ()

2. The lesson plan is prepared by?

b) Individual teacher b) Head of department ()

c) Deputy Head teacher () d) Any other.....

3. The lesson plan is approved by?

i. Head of departments ()

ii. Deputy ()

iii. Head teacher ()

Any other

4. How frequent are the following objectives indicated in the lesson plan?

	Very frequent	frequently	rarely	never
Knowledge objective	()	()	()	()
Attitudinal objective	()	()	()	()

5. Is life approach incorporated in the lesson plan and if yes how?

Yes () No ()

6. What are the activities used to teach CRE in the following stages of a lesson plan that reflects Life Approach?

Stage	Activity
a. Introduction (human experience)
b. Biblical experience
c. Biblical explanation
d. Application and response
e. Conclusion

Appendix VI: Lesson Observation Schedule

Subject Class..... Time..... Date

Lesson steps	Activities which reflect LA	Effectiveness of the activities
Introduction (Use of human experience)		
Use of Biblical experience		
Use of Biblical explanation		
Application and response		
Conclusion		

Appendix VII: Lesson Observation For Teacher A**Subject:** CRE **Class:** 2W **Time:** 10.20-11.20 **Date** 15/6/105**Topic: JESUS AND THE 12 DISCIPLES**

Lesson steps	Activities which reflect LA	Effectiveness of the activities
Introduction (Human Experience	The teacher used question and answer to link the previous lesson to the current lesson	The method was utilized well.
Biblical Experience	Luke 9:-1-9	Effective
Biblical Explanation	Question and answer	Students were able to answer questions
Application and response	Teacher skip this stage	Not effective
Conclusion	<ul style="list-style-type: none"> • The teacher asked oral questions • Summarized the lesson by highlighting the main points. 	The teacher utilized the stage effectively.